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ABSTRACT

This is one part of an evaluation of the Los Angeles Unified School District's Predominantly Hispanic, Black, Asian, and Other Non-Anglo (PHBAO) student integration programs. The analysis is based on data collected from staff, students, and parents during 1982-83 at schools that are at least 70% non-Anglo. This volume, in eight sections, discusses and summarizes evaluation findings. Section A describes the implementation of seven programs: Bilingual Classroom Teacher Program, Urban Classroom Teacher Program, Computer Assistance, Curriculum Alignment, Project Textbook, Student-to-Student Integration Program, and Supplemental Counseling Progam. It then analyzes overall program effectiveness and results of the School Attitude Measure administered in program schools. Throughout, four analytic approaches are employed: a harms analysis, an implementation analysis, an effectiveness analysis, and an analysis of achievement and attitude data. Sections B-D summarize evaluations of these programs, respectively: Section B, MED-COR, a high school health profession-preparation PHBAO program; Section C, School Readiness Language Development, a pre-kindergarten program; and Section D, Voluntary Integration (transportation) and Year Round Schools programs. Sections E and F describe evaluation designs of all studies conducted. (All of these programs and studies are discussed in greater detail in other volumes of this report). (Author/KH)

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INTEGRATION EVALUATION REPORTS: EXECUTIVE SUMMARIES AND EVALUATION DESIGNS 1982-83

PUBLICATION NO. 437

- Predominantly Hispanic, Black, Asian, and Other Non-Anglo (PHBAO) Programs
- Med-COR Program (PHBAO)
- School Readiness Language Development Program (PHBAO)
- Magnet School Programs
- Permits With Transportation
- Year-Round Schools Program

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RESEARCH AND EVALUATION BRANCH

LOS ANGELES UNIFIED SCHOOL DISTRICT

UD023646

EVALUATION OF THE DISTRICT INTEGRATION PROGRAMS
EXECUTIVE SUMMARIES AND EVALUATION DESIGNS

1982-83

PUBLICATION NO. 437

A Report Prepared for the
Research and Evaluation Branch
of the
LOS ANGELES UNIFIED SCHOOL DISTRICT
July 1, 1983

LOS ANGELES UNIFIED SCHOOL DISTRICT

HARRY HANDLER
Superintendent

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PHBAO PROGRAMS
SECTION A

EXECUTIVE SUMMARY

Evaluation Report of the Predominantly Hispanic, Black, Asian, and Other Non-Anglo (PHBAO) Programs

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CHAPTER I: INTRODUCTION

PURPOSE

In the Court Order of September 1981, the Superior Court ordered the Los Angeles Unified School District to provide "...on or before July 15, 1983, a full report of the measures taken and results achieved under its (student integration) Plan..." As part of the Student Integration Plan, programs have been developed for schools that are predominantly (70%) Hispanic, Black, Asian and Other Non-Anglo (PHBAO). In response to the Court Order, this report serves as one piece of the evaluation of the PHBAO programs. The evaluation is based on data collected from school staff, students and parents during the 1982-83 school year.

BACKGROUND OF PHBAO PROGRAMS

On October 3, 1977, the Los Angeles Unified School District submitted to the Superior Court their student integration plan, Integrated Educational Excellence Through Choice. While acknowledging the negative consequences of segregation, the student integration plan excluded some 256,000 students who attended racially isolated minority schools. In response to the District plan, Superior Court Judge Egly requested that the District specify the efforts which would be made to alleviate the consequences of segregation. The Court also identified the following four ameliorants to the harms of racial isolation:

- Improvement in the self-esteem, aspirations and other personality-related dispositions of minority children;
- Improvement in academic achievement;
- Reduction in interracial hostility and the elimination of racial intolerance; and
- Increased access to educational resources and to post-secondary education opportunities.

In November 1977, the District identified seven types of assistance which would be provided to improve the quality of the racially isolated minority schools. In an attempt to prioritize the types of assistance to be made available by the District, the Integration Planning and Management Office conducted a survey of 219 principals in racially isolated minority schools in the Fall of 1978. The principals ranked the needs of these schools as follows: improved teacher quality, improved curriculum, reduced enrollment, improved housing, increased parental participation, preschool education and year-round schools.

During the Spring of 1979, thirteen programs were developed to help meet the needs of racially isolated minority schools as identified above. In August 1979, Judge Egly issued the Minute Order Respecting Temporary Implementation of RIMS Component which required LAUSD to implement the RIMS program in 218 schools during the 1979-80 school year. During the 1980-81 school year, the number of schools in the program expanded to 264 and the number of programs increased to 16.

In 1981, the number of schools increased to 298 and the number of programs increased to 21 (programs are listed in Appendix A). A major change in the conceptualization of the program occurred in September 1981, when the Superior Court ordered LAUSD "...to end the use of terminology classifying Black, Hispanic, and Asian children as well as those of other non-Anglo ancestries as minority children..." since these children "...comprise the vast majority of the school population." Required by the Superior Court to substitute a neutral term for the previously designated racially isolated minority schools and students, the District adopted the terms PHBAO (Predominantly Hispanic, Black, Asian and Other Non-Anglo) students, PHBAO schools, and PHBAO programs.

EVALUATION DESIGN

The 1982-83 evaluation for those schools that are predominantly (70%) Hispanic, Black, Asian and Other Non-Anglo (PHBAO) consisted of four analytic approaches: a harms analysis, an implementation analysis, an effectiveness analysis, and an analysis of achievement and attitude data. These four analyses are summarized briefly below.

1. Harms Analysis

This analysis examined the progress made by the Los Angeles Unified School District in reducing the four "harms of racial isolation." As indicated earlier, these include low achievement, low self-esteem, interracial intolerance and hostility, and limited access to post-secondary opportunities. In order to ascertain such progress, the following procedures were used:

1. High and low scoring schools were selected for each of the four harms, (e.g., schools that score higher on self-esteem and schools that score lower on self-esteem). Determinations of scoring status were based on existing and newly collected data.

2. A sample of PHBAO schools which share a common constellation of programs was selected.

3. As appropriate, staff, parent, and student data were collected to determine which particular practice(s) related to high- and low-outcomes on the "harm" variables.

Conceptually, this approach represented a significant departure from prior PHBAO evaluations. The schools, rather than the individual programs, were the unit of analysis. Hence, there was no attempt to relate individual PHBAO programs to progress with regard to specific harms. Similarly, there was no effort to make casual statements concerning specific programs and outcomes.

2. Implementation Analysis

A second focus of the 1982-83 evaluation involved collecting implementation data about seven programs as requested by the District's Office of Student Integration Options and the Office of Compliance - Integration. These seven programs are Computer Assistance, Curriculum Alignment, Project Textbooks, Student-to-Student Interaction, Supplemental Counseling, Urban Classroom Teacher Program, and Bilingual Classroom Teacher Program. The emphasis of this aspect of the evaluation was to (1) determine whether the seven programs were in place, and (2) identify the implementation strategies associated with staff/parent perceptions of outcomes.

3. Effectiveness Analysis

A third focus was the survey of perceived effectiveness of all programs. Year-Round schools and non-Year-Round schools were compared for 19 programs. The programs are: (1) Computer Assistance, (2) Curriculum Alignment, (3) Project Textbooks, (4) Student-to-Student Interaction, (5) Supplemental Counseling, (6) Bilingual Classroom Teacher Program, (7) Urban Classroom Teacher Program, (8) Administrative Development Program, (9) Selection of Department Chairperson, (10) Leadership Team Program, (11) Staff Development, (12) Language Acquisition, (13) Class Size Reduction, (14) Instructional Adviser Program, (15) Maintenance/Alteration/Improvement Program, (16) Project AHEAD, (17) Extension of the Primary School Day, (18) Articulation, and (19) Parent-Teacher Conference Program.

4. Analysis of Achievement and Attitude Data

Achievement and attitude data were collected in the Spring of 1983 as part of the District testing program. Elementary and secondary achievement was measured by the Survey of Essential Skills (SES) and the Comprehensive Test of Basic Skills (CTBS), respectively.

The 1982-83 achievement test data were analyzed from five perspectives:

1. Analysis in relation to norms - the spring, 1983 PHBAO test results were compared with relevant standards (i.e., at the elementary level, District standards for the SES; at the secondary level, national norms for the CTBS).

2. Analysis over time - the spring, 1983 scores were compared with the spring, 1981 and the spring, 1982 scores for those schools in the program for three or more years and with the spring, 1982 scores for those schools in the program for two years.

3. Analysis by length of program implementation - the spring, 1983 scores for schools in the program three or more years were compared with the 1983 scores for schools in the program for two years.

4. Analysis by type of teacher program - a comparison of the spring, 1983 test scores of those schools participating in the Urban Classroom Teacher Program and those in the Bilingual Classroom Teacher Program was made. Using the same UCTP and BCTP dichotomy, comparisons of scores over time and by length of program implementation were developed.

5. Analysis of school schedule - a comparison was made of year-round and non-year-round schools.

The full range of comparisons (i.e., items 1 through 5, above) will cover elementary schools. The range is somewhat restricted at the secondary level given the lesser variation in length of program implementation and school schedules.

The 1982-83 attitude data were analyzed from three perspectives:

1. Analysis in relation to norms - the 1982-83 SAM test results were compared with national norms as well as District norms.

2. Analysis over time - the 1982-83 SAM scores were contrasted with the SAM scores obtained during the 1980-81 and 1981-82 academic years. These contrasts were made in relation to national standardization samples.

3. Analysis by school schedule - the above two analyses were conducted for the non-year-round schools as well as the year-round schools.

In keeping with the analytic approaches presented above, the 1982-83 PHBAO evaluation objectives were:

1. To identify those general educational practices and procedures that are related to each of the four "harms of racial isolation," (i.e., low achievement, low self-esteem, interracial intolerance and hostility, and limited access to post-secondary opportunities).

2. To identify particular educational practices and strategies that are related to high- and low-outcomes on the "harm" variables.

3. To collect and document pertinent implementation and outcome data for seven designated programs.

4. To ascertain the overall effectiveness of all programs.

5. To compare year-round and non-year-round schools in terms of perceived program effectiveness, student achievement, and student self-esteem.

Data Collection

Data collection took place from February - May, 1983. All scheduling and data collection activities were conducted by trained PHBAO Advisors and were coordinated by the Research and Evaluation Branch's PHBAO Evaluation Unit.

For the four types of analyses described above, data collection included interviews, questionnaires, record reviews and observations. Respondents varied by analysis, but generally included school staff (principals and teachers), students and parents.

Procedures, instruments and sample are described separately for each evaluation component.

CHAPTER II: PROGRAM IMPLEMENTATION

BILINGUAL CLASSROOM TEACHER PROGRAM

PROGRAM DESCRIPTION

The Bilingual Classroom Teacher Program (BCTP) was developed to meet the needs of the national origin minority students who are required by state mandate (AB 1329) to participate in the Los Angeles Unified School District's Lau Plan. The intent of the BCTP is to (1) provide salary incentives to recruit and retain bilingual teachers at specific program locations, and (2) improve the language services offered to Limited-English-Proficient (LEP) students.

The general goal of the BCTP is to have qualified bilingual teachers, i.e., those who meet credential or certification and fluency requirements, agree to perform additional assigned duties and responsibilities for two and one-half hours each week. The assumption is that these additional responsibilities will improve teacher quality by upgrading the curriculum, instruction, and services given to LEP students.

The BCTP developers believed that to achieve this goal, teachers and eligible support staff who possess an appropriate bilingual credential or a certificate and who are assigned to an approved Lau program school, would receive a salary differential amounting to $2,000 per school year. In addition, those teachers and eligible support staff whom the District had identified as having A-level fluency in a language of need, would receive a differential of $1,000 per school year. All contract bilingual teachers and staff who possess at least one of the following qualifications could apply for the BCTP: (1) Bilingual/Cross-Cultural Specialist Credential; (2) Multiple-Subject Credential with Bilingual/Cross-Cultural Emphasis; (3) Single-Subject Credential with Bilingual/Cross-Cultural Emphasis; (4) Bilingual Certificate of Competence; (5) Emergency Bilingual/Cross-Cultural Credential; and (6) A-Level Fluency on a District Examination.

Principals at schools participating in the BCTP are responsible for assessing the needs of their schools, and for developing goals and objectives for their particular BCTP. In turn, by signing a written commitment form each BCTP participant is required to develop and implement an educational program that is designed to meet the desired goals and objectives of the particular school. The proposed programs must (1) be approved by the principal as functional and promoting the improvement of curriculum, instruction, and services to students, (2) involve a specific number of pupils, and (3) be carried out on a regularly scheduled basis.

METHODOLOGY

Sample

A total of 178 elementary (n=154), junior high (n=15), and senior high (n=9) PHBAO Program schools participated in the 1982-83 BCTP. From these

eligible schools, 15 were selected for the program's evaluation. Included were five elementary, five junior high, and five senior high schools. The elementary and junior high schools comprising the school sample were randomly selected from the District's eight administrative regions, and the senior high schools from the District's Senior High School Division. Year-round schools were not included in the school sample.

From the 15 sample schools, 40 teachers were randomly selected from each of the three academic levels, i.e., elementary, junior high, and senior high. From the lower elementary level, kindergarten through second grade, five teachers were chosen; from middle elementary, grades three and four, four teachers; and from upper elementary, grades five and six, four teachers were selected. Fourteen junior high and 13 senior high teachers were also chosen. A representative sample was selected from the three grades at the junior high level and from the three at the senior high level. In all, 13 elementary, 14 junior high, and 13 senior high school teachers were included in the teacher sample.

In addition to the teacher respondents, there were 15 school administrators. All were principals, one from each sample school. Hence, a total of 15 principals comprised the principal sample and 40 teachers comprised the teacher sample for the 1982-83 BCTP evaluation.

Instruments

A structured interview format was the assessment procedure used to gather information for the BCTP evaluation. Two such instruments were developed. The first was a 28-item inventory designed especially for the principals. A 22-item structured interview format was used to solicit feedback from the teacher respondents. Both instruments contained forced-choice type items as well as open-ended items.

Data Collection Procedures

All of the teachers and principals participating in the BCTP evaluation were interviewed by a staff member of the Los Angeles Unified School District's PHBAO Program evaluation Unit. Individual interviews were held at the home-school of each respondent where each was individually interviewed. In gathering feedback from the respondents, care was taken to maintain their anonymity, and all were informed that their responses would be treated confidentially and would be reviewed only by the PHBAO program evaluation staff.

SUMMARY AND RECOMMENDATIONS

The discussion of the findings is organized according to the three foci of the BCTP evaluation, i.e., the program's impact with regard to the improvement of language services provided to Limited-English-Proficient (LEP)

students, the recruitment and retention of bilingual teachers, and the program's implementation at the various PHBAO schools.

Improvement of Language Services

In relation to the program's first goal, the two respondent groups gave differing views when questioned about the BCTP's impact on providing language services for LEP students. For example, only 55% of the teachers and 40% of the principals agreed with the assertion that "the non-English-curriculum taught by their school's BCTP staff had improved as a result of the program's implementation." It was surprising to learn, however, that these same respondents gave extremely positive ratings to their BCTP teachers with regard to their overall teaching effectiveness. There were also mixed opinions regarding the non-English instructional materials used at the PHBAO sample schools. A third of the teachers (32%) and as many as two-thirds of the principals (67%) were uncertain about the quality and the impact of these instructional materials with LEP students.

The two respondent groups were also questioned about the overall impact of the BCTP at their respective schools. Clearly, improved student achievement and better student/teacher interaction were the two aspects the respondents believed were most influenced by the BCTP. However, the two respondent groups did not agree that the quality of instruction given to LEP students had improved as a result of the school's BCTP. A definite majority of the teachers felt the BCTP had improved the quality of instruction, but only 47% of the administrators agreed with this position.

The respondents also provided the interviewer with open-ended responses focusing on the impact made by the BCTP at their respective schools. Several trends are worth noting. First, the elementary teachers were most pleased with the educational gains made as a result of the BCTP's teachers' additional work assignment. They were of the opinion that more time allowed them to work individually with students which resulted in improvements in students' self-confidence and achievement level, and increased motivation for students to attend school on a regular basis. The secondary teachers, on the other hand, believed that improved parent involvement, added support services, and enhanced student/teacher communication were the by-products of the BCTP. These junior and senior high teachers also felt their school's social climates and ethnic/cultural awareness had increased as a result of the BCTP.

All agreed the immediate payoffs of the BCTP were (1) getting students to achieve at grade level, (2) ameliorating LEP students' apprehensiveness concerning their academic endeavors, and (3) assisting bilingual students in their quest for language and cultural acceptance. However, the teachers and principals thought the program's primary goal, which is to upgrade LEP students' English language proficiency, would only be realized on a long-term basis.

Recruitment and Retention

The BCTP's second primary goal, improved recruitment and retention of bilingual teachers, was viewed quite differently by the principals and teachers in the evaluation sample. Only one-third of the administrators (33%) responded "yes" when asked if the BCTP was helpful in recruiting bilingual teachers. Forty percent of the teachers agreed. A larger percentage of the administrators (60%) were of the opinion that the BCTP had a positive effect in retaining bilingual teachers. Of the teachers sampled, 70% agreed. What was clear was that the BCTP made a greater impact on retaining rather than on recruiting bilingual teachers at PHBAO schools.

With regard to the recruitment issue, all of the respondents agreed that bilingual staffs are recruited either by direct or by indirect means. Direct procedures involve activities such as being asked by one's principal, receiving a request from the District central office, or being coerced by school administrators. Indirect procedures include disseminating program information at faculty meetings, distributing flyers and bulletins from the district office, and communicating by word-of-mouth.

Related to the recruitment issue was the finding that two-thirds of the principals and half of the teachers sampled believed a match existed between the number of BCTP staff at their school and their school's bilingual needs. The comments proffered by the respondents disagreeing with this assertion were three. They were (1) there are far too many students who are in need of bilingual services; (2) there are not enough bilingual teachers to service basic subject areas such as social studies; and (3) there are too few bilingual teachers for certain language groups such as the Cambodian and the Vietnamese.

Once teachers are recruited for the BCTP, what factors operate in determining whether teachers remain with the program? The first is the salary differential given to BCTP participants. From this evaluation it was learned that slightly over half of the teachers (58%) and slightly less than half of the administrators (48%) judged the amount of the differential as adequate. Second, in relation to the morale issue--the morale of BCTP and non-BCTP teachers--there was a tendency for both the teachers and principals to give positive ratings to the effect of the BCTP on the morale of BCTP teachers.

They differed in their opinions, however, concerning the morale of non-BCTP teachers. The majority of the administrators (86%) believed the BCTP had "no effect" on the non-BCTP teachers' morale, while only 48% of the teachers in the sample concurred. In general, however, both respondent groups were favorable concerning the BCTP's helpfulness in retaining bilingual teachers at PHBAO schools.

Program Implementation

The third component of the BCTP evaluation, determining how the program was implemented, resulted in several interesting findings. The first dealt with whether adequate information about the nature and implementation of the BCTP was provided by the District office. Two-thirds of the teachers (67%) responded "yes." The need for there to be information disseminated

from the District office rather than from only the local school, the need for there to be adequate information about the work duties of BCTP teachers and about the program, and the need for the establishment of a more efficient District office were three of the most frequently mentioned comments coming from those who were displeased with the information received about the BCTP.

Another implementation issue related to the two and one-half hours work assignment. The majority of the teachers (70%) and principals (67%) believed the BCTP staffs at their respective schools effectively used the work assignment time. Also, there were a variety of activities implemented during this time period. However, tutoring, counseling, and parent contact were by far the most valued. Also, it was found from this evaluation that the procedures used to monitor the various BCTPs varied from school to school. And, some BCTPs were monitored, others were not.

Another intent of this evaluation was to ascertain what transpires during the needs assessment phase of the BCTP. Surprisingly, it was found that there were as many different procedures used to complete a school's needs assessment as there were principals in the sample. In addition, some administrators were actively involved in this assessment phase while others were not. Hence, there were principals in the sample who knew a great deal about their school's bilingual needs and whether these needs were addressed by the BCTP. Other principals knew little or nothing about their school's needs and even less about their school's BCTP.

In keeping with the findings of this evaluation, the following recommendations are considered of highest import:

1. That the District engage in public relations activities designed to provide greater visibility of the BCTP.

2. That there be regularly scheduled meetings for personnel to exchange information and ideas regarding such matters as successful instructional activities that can be implemented by bilingual classroom teachers.

3. That there be made available a greater surplus of non-English instructional material and textbooks.

4. That there be time allotted for the preparation of non-English instructional material.

5. That there be established a non-English curriculum library where teachers can secure needed materials.

6. That there be established a formalized procedure for principals to use in the implementation of their school's bilingual needs assessment.

7. That the District establish on-site observations to oversee the monitoring procedures used by individual BCTP schools.

8. That there be a serious attempt to increase the number of bilingual teachers for specific subject matter courses and for specific language groups.

9. That there be a serious attempt to increase the salary differential for BCTP staff.

10. That all staff, both teaching and non-teaching, receive intensive inservice regarding the goals and purposes of the District's two bilingual programs, the Bilingual Classroom Teacher Program and the Bilingual Program.

URBAN CLASSROOM TEACHER PROGRAM

PROGRAM DESCRIPTION

The Urban Classroom Teacher Program (UCTP) has the following goals: to recruit and retain teaching staff, to improve teacher quality, and to provide students with additional services such as student interest clubs and additional school tutoring. Teachers in the 120 schools with the program receive a lump sum differential (salary increment) and assume curricular and extra-curricular responsibilities for an additional 2.5 hours a week.

METHODOLOGY

This aspect of the evaluation addressed both implementation and progress issues. Implementation issues included procedures for obtaining teacher participation, procedures for identifying school needs, and payroll procedures. We also assessed staff perceptions of programmatic progress in improving teacher stability and providing additional student services. Finally, we obtained staff perceptions about morale and the lump sum differential. These issues were addressed through structured interviews with staff in 20 UCTP schools.

Table 1 presents the school sample by category and school level. The total sample consists of nine groups.

Table 1

Urban Classroom Teacher Program
School Sample by Category and School Level

	Category		
School Level	I	II	III
Elementary	6	3	3
Junior High	2	1	1
Senior High	2	1	1

Schools were sampled randomly within categories with the caveat that 1982 test data were available for each of them. The larger sample of elementary schools reflects the fact that there are more elementary than junior or senior UCTP schools. The larger number of Category I schools in relation to Categories II and III reflects an effort to obtain data about Catagories II and III despite the fact that they will be discontinued by the Fall of 1983.

At each school, interviews were conducted with the principal and 4 randomly selected academic curriculum teachers. As appropriate, we also interviewed non-signers and Bilingual Classroom Teacher Program teachers. Table 2 presents the respondent sample.

Table 2

Urban Classroom Teacher Program
Respondents by Type, Category, and School Level

	Category/School Level								
	I			II			III		
Respondent Type	E	J	S	E	J	S	E	J	S
Principal	6	2	2	3	1	1	3	1	1
UCTP Teachers	24	8	8	12	4	4	12	4	4
Non-Participants	0	0	0	1	2	0	1	0	0
BCTP Teachers	0	0	0	6	1	1	2	2	1

The respondent sample totaled 118: 20 principals, 80 UCTP teachers; 5 non-participants and 13 bilingual teachers.

SUMMARY AND RECOMMENDATIONS

Our evaluation of the UCTP suggests that the program is progressing quite well, both procedurally and in terms of its overall goals. Across the board, school staff responded positively to procedures for obtaining teacher commitments, procedures for assessing school needs, and payroll procedures. Teacher dissatisfaction was expressed in two related areas: (a) compensation in relationship to the actual amount of extra time spent, and (b) differences in compensation among the three UCTP categories. Dissatisfaction with the lump sum differential was most pronounced for Category III staff.

Programmatically, the staff view the UCTP in a positive way. Tutoring and the special interest clubs are the two activities most frequently undertaken, and teachers report that tutoring is the single most beneficial activity provided. Teachers report that tutoring is provided consistently and that it is of good quality.

Activities related to school staff stability were not rated very highly. In particular, recruitment at the senior high level was not viewed as very effective, and teacher absenteeism was judged to be about the same as before the program began.

However, the overall quality of teaching staff was perceived to be somewhat improved, and teachers felt the staff at their schools were "more committed" than in the past. Similarly, most teachers felt the quality of education had been improved "somewhat" to "very much".

Teachers felt the program's most important aspect was the extra time they were able to spend with students. Suggestions for improvement included (a) increasing the salary differential, and (b) eliminating category distinctions.

Recommendations

1. That consideration be given to increasing the salary differential.
2. That category distinctions be eliminated.
3. That more effective methods be devised for recruiting and retaining staff.
4. That methods be developed for reducing teacher absenteeism.

COMPUTER ASSISTANCE

PROGRAM DESCRIPTION

The Computer Assistance Program supports the utilization of hardware (computer equipment) and software (computer programs/systems) in 20 schools located in high transciency areas. The two available systems are: 1) the Student Data System (SDS) including student identification (ID), class lists, and report generating capacity, and 2) the Computer Managed Instruction (CMI)--Reading, LAUSD. Utilization of these systems is aimed at reducing record-keeping tasks related to scheduling, placement, and grading students and at facilitating instruction specific to identified student needs.

METHODOLOGY

Sample

Respondents from all 20 target schools were involved in the study. Using a purposive sampling method, all principals, computer assistance coordinators, and 4th and 6th grade teachers from each of these schools were part of the sample.

Data Collection Procedures

Questionnaires were distributed to the principals and teachers in the sample. Twenty were retrieved from the principals and 101 from the teachers, representing a 100% return rate for both groups. Semi-structured interviews were held with each of the 20 computer assistance coordinators.

SUMMARY AND RECOMMENDATIONS

Over-all, this program is operating quite well, though perhaps somewhat unevenly within the target schools. The unevenness can easily be attributed to the newness of some of the software and the expected consequences of inexperience. The benefits of the program are differentially viewed by administrators and teachers. Principals look to the SDS to facilitate meeting report requirements and general school management in addition to the CMI which they view as enhancing the instructional base at the school. Teachers look almost exclusively to the CMI as the output is more germane to their tasks. A salient finding is the positive regard with which all involved hold the assistance received from district staff and outside consultants in the operation of this program.

It is recommended that:

1. the program continue to be a priority for the target schools

2. the programs within the sub-systems be expanded to include other student data, such as attendance and instructional packages for other subjects in addition to reading

3. that in future planning, consideration be given to the development of in-house programming capabilities so that system capacity can be adapted quickly and easily to the particular needs of each school

4. that in-service focused on computer capabilities continue

5. that future planning include teacher training in the direct use of the computer so that they can input and retrieve information for their teaching purposes and thereby gain a greater appreciation for the support that the system can be to their teaching tasks.

CURRICULUM ALIGNMENT

PROGRAM DESCRIPTION

The Curriculum Alignment Project focuses instruction on essential grade-level skills. The alignment of teaching objectives, instruction, and assessment is accomplished through instructional planning that involves five steps: 1) review of grade-level objectives established by the District,

2) setting instructional priorities, 3) planning instruction, 4) checking student progress, and 5) acknowledging accomplishments. Using a trainer-of-trainers approach, District, Region, and school-level personnel, along with SWRL (program developers) consultants assist teachers in 1) matching their classroom instruction with the District-defined essential skills for reading, mathematics, and written composition and 2) matching the time required for what needs to be taught with the time actually available for instruction. There were ten elementary schools involved in the program during 1980-81. This number was expanded to 81 during the 1981-82 school year; and presently (1982-83) all 238 PHBAO elementary schools are a part of the project.

METHODOLOGY

Sample

Ten of the elementary Directors of Instruction (two Regions had two respondents) were included in the sample. By a mixture of purposive and stratified random methods, a sample of 12 schools was chosen to include six schools with program experience since 1980-81 and six with experience since 1981-82. The Curriculum Alignment Coordinator from each of the 12 schools were part of the respondent sample as were all 3rd through 6th grade teachers at each of the schools.

Data Collection Procedures

Semi-structured interviews were held with the elementary Directors of Instruction at each Region and with the Curriculum Alignment Coordinators at each sample school. Questionnaires were distributed to 237 teachers. Of these, 190 were retrieved, representing an 80% return rate.

SUMMARY AND RECOMMENDATIONS

There do not seem to be any major program implementation problems and the general regard for the program and its usefulness seems to be quite positive. There is variation among schools with regard to training, with many receiving support and direction directly from SWRL staff rather than from regional staff as was intended for this year. The schools that were older in the program had perhaps already established rapport with SWRL staff in previous years.

The most significant point that emerges from this data is that the program activities are more important to those teachers who have been in the program for less time. It appears that teachers in schools that have participated in the program for three years or more are less enthusiastic about the alignment process. When this is viewed with the Directors of Instruction concern about increased instructional strategies, it can be inferred that the program itself is limited for long-term use. Put another way, once teachers have mastered the fundamental steps in the alignment process and continue to use them as appropriate to sound instructional planning, the value of the activities as a "program" ceases to exist.

Recommendations

1. That the instructional planning process inherent in the program be offered to teachers at schools as a part of general school in-service and management on an as-needed basis, but not as a "program".

2. That the District develop additional ways of assisting teachers to expand teaching strategies, once learning needs of students have been identified.

PROJECT TEXTBOOK

PROGRAM DESCRIPTION

This program was designed to improve the quality of instruction at participating schools by ensuring that all students have individual textbooks for academic subjects. Methods used to achieve this goal included (a) determining textbook overages and shortages at each school, (b) coordinating school inventories with District inventories, (c) providing staff development which focused on the appropriate use of books, (d) encouraging students to take responsibility for the textbooks, and (e) involving parents in promoting students' book maintenance responsibility. The program operated in all 298 PHBAO schools.

METHODOLOGY

The proposed sample consisted of 4 schools of each school type. The obtained sample consisted of 12 schools: 3 elementary, 4 junior high, and 5 senior high schools. (One elementary school declined to take part in data collection. The principal of this school contended that, while eligible for Project Textbook, they did not participate because they had enough books and "...even gave books away.") At each school, interviews were to be conducted with the Principal, the Book Coordinator, and 4 randomly selected teachers. In secondary schools, teachers were to be instructors in the basic or academic curriculum. The planned sample was to consist of 72 respondents: six at each school. The obtained sample consisted of 69 respondents, for a response rate of 96%. Sample data are presented in Table 1.

Table 1

Project Textbook
Sample Description

Number of Respondent Types by School Type

School Type	Respondent Type			
	Principals	Book Coordinators	Teachers	Total N
Elementary (N=3)	3	3	12	18
Junior High (N=4)	3	4	16	23
Senior High (N=5)	5	4	19	28
Total N	11	11	47	69

Data collection took the form of structured interviews with the respondents. Two types of instruments were used: an interview form for Administrators (e.g., Principals/Book Coordinators) and one for Teachers. Each interview lasted approximately 20 minutes.

SUMMARY AND RECOMMENDATIONS

Project Textbook appears successful in achieving its primary goal of insuring that all students have individual books for each academic subject. But it does appear that teachers do not distinguish between project textbook and the District's general textbook program. The majority of teachers indicated that students have their own books for each basic subject and that they allow students to take books home more often than they did three years ago. Moreover, the quality of books appears to be good. Teachers in all school types reported that the books were grade-appropriate and reflected positive ethnic images. In general, teachers felt that Project Textbook positively affected their classes, especially in terms of book availability and increased student responsibility.

Project Textbook is somewhat less successful in terms of administrative procedures used to provide students with books. Of the two major procedures

used -- the centralized inventory and the computerized printouts -- administrators considered the former more helpful than the latter. While most teachers felt the centralized inventory system made the process easier than three years ago, they still felt it was not particularly helpful. And while some 40% of the administrators felt the computerized printouts were useful, most reported that the computerized system did not reduce paperwork. Administrators argued that school staff still had to do much of the background work for the printouts.

Teachers tended to be negative about the use of a common set of district-specified texts. Their basic complaint was that the common set of books could not accommodate diversity in student ethnicity, interests, and achievement level. In general, parent involvement has been minimal and limited to receiving information about books.

We recommend that:

1) the District continue its successful efforts to provide each student with basic books

2) the District designate a coordinator to explain the program's purposes and procedures as differentiated from the District's general textbook program, and to obtain feedback about the program's progress

3) the District consider the use of supplementary or auxiliary texts to supplement the basic books

4) the District develop a plan for parent involvement or eliminate such involvement as a major aspect of Project Textbook.

STUDENT-TO-STUDENT INTERACTION PROGRAM

PROGRAM DESCRIPTION

The Student-to-Student Interaction Program is designed to increase positive student interaction among students of different ethnic groups. The specific objectives of the program are to: reduce social isolation, promote inter-cultural/racial understanding, and promote positive student interaction. These objectives are to be fulfilled through Sea Education Afloat (SEA) activities and Camping.

Sea Education Afloat is a day-long activity. Paired schools board a boat out of the 22nd Street Landing in San Pedro. The cruise itself is a three-hour long instructional activity. The eight study cruises which are available give students an opportunity to learn from a lecture and to use plankton nets, microscopes, an otter trawl net, bottom samplers, water samplers, water testing kits, sextants, radar, and other oceanography equipment. The activity is intense and stimulating.

Camping is a 2 1/2 day activity which takes place at one of three camp sites: Camp Hess Kramer, Hollywoodland, or Camp Cottontail. The Cottontail camp is used for all junior and senior high schools' camping experiences. The elementary schools may participate in one of two ways: 1) They may select a self-contained class to attend camp, but only those students on the teachers class register may go. Also, students from other classrooms may not serve as substitutes or replacements. 2) They may select any 25 students from grades 4-6 to attend camp. The enrollment is strictly enforced and there is an attempt made to have equal numbers of boys and girls. Each school is responsible for sending at least one certificated person and one non-certificated adult, a male and a female if possible. Both are responsible for staying in the cabins with the students.

The junior and senior high school camping experiences are limited to a total of 80 students. A ratio of one adult to ten students is maintained. One half of the adults must be certificated. Day-to-day substitute money is provided to the secondary schools for the four certificated persons who attend camp. The camp curriculum includes human relations, multicultural education, and environmental education. The students and staff participate enthusiastically.

Associated with Camping and SEA are pre- and post-activities. The pre-activity is conducted to insure that the participants are prepared to take an active role. The post-activity serves as a culmination.

LAUSD schools participate in a paired fashion consisting of PHBAO and non-PHBAO schools. The schools are paired by the central office staff and the staff of the several regions which utilize community liaisons. Principals are then asked to select their sites' participants. Teachers, students, and counselors are selected. Other adults such as parents and aides may also participate.

METHODOLOGY

This program was evaluated by observation, interviews, and document analysis. Observations were conducted at three camps: Hollywoodland, Hess Kramer, and Cottontail. An observation rating scale was employed to record the degree of interaction between the camp participants. The researchers, additionally, recorded summary observations primarily describing the milieu. Observations were also conducted at the Sea Education Afloat. An observation rating scale was employed to record the degree of interaction between the participants. As in the camping activity, the researchers also recorded their impresssions of the activity as well. The pre- and post-sessions were evaluated through interviews and document analysis.

Interviews were conducted with the Student-to-Student Program coordinator, three camp directors, and the Sea Education Afloat coordinator.

Data were also compiled from the various program description pamphlets.

SUMMARY AND RECOMMENDATIONS

An evaluation of the Student-to-Student Interaction Program indicates that this program is successful in varying degrees in fulfilling its objectives to reduce racial isolation, promote intercultural/racial understanding, and to promote positive student interaction. The first objective is more uniformly fulfilled by virtue of moving students from racially isolated schools to racially mixed activity situations.

There are two aspects associated in fulfilling the second objective. First, interracial student mixing varied. The second aspect is that the curriculum contains precise, interesting, and varied materials about the various ethnic/racial groups. Additionally, this curricular offering varied in frequency and system. Promoting intercultural/racial understanding is more likely to occur when it is the activity's primary goal. Some activities served as facilitators, but this study's data indicate that an otherwise worthwhile activity may or may not contribute to interracial understanding. The varying degrees to which this goal is fulfilled is dependent on the extent to which the activity focuses on it.

The third objective is fulfilled in varying degrees in each of the activities. When pre- and post-activities concentrate on directions and information, interaction decreases. When students engage in sharing information, interaction increases.

The Sea Education Afloat Program is an effective intellectual program. It is not effective in promoting interaction. It is necessary to program student interaction if this objective is to be fulfilled. The camping activity provides opportunities for other intense activities such as camping intense activities, evening song fests, physical education games such as volley ball, partner games such as checkers, etc. which may inhibit interaction. A conscious attempt to balance these two types of activities will insure that this objective is fulfilled.

It is recommended that:

1. in carrying out each of the activities, the objectives be specified
2. each activity include components which increase student-student interaction and/or student-teacher interaction
3. pre- and post-sessions be emphasized as part of the Camping and SEA activities, e.g., that more descriptive information and examples of activities be made available
4. Sea Afloat be completely revised or dropped as a component of the Student-to-Student Interaction Program.

SUPPLEMENTAL COUNSELING PROGRAM

PROGRAM DESCRIPTION

Providing additional counseling assistance to senior high school PHBAO students is the primary goal of the Supplemental Counseling Program. The theoretical basis of the Program is to approach counseling from a "holistic" (whole-child) perspective. The premise being that if students are to obtain maximum benefits from their three-year senior high school experience, the counseling they receive should focus on all aspects of their being, e.g., personal, social, academic, college, career, etc. The specific methods that are used to deliver the counseling were determined by the respective PHBAO school.

One general objective of the Supplemental Counseling Program is to have in place at each PHBAO senior high school a maximum pupil-counselor ratio of 375:1. It was the belief of the Program's planners that this lowered ratio would permit counselors to meet directly the special needs of all students either individually or in group settings. In addition, it was the hope of the Program planners that the counselors would retain the same students as counselees for the duration of the students' senior high experience.

Counselors selected to participate in the Supplemental Counseling Program are responsible for providing direct help to students who require individualized, group counseling, or classroom guidance activities. The counselors also work with other school personnel to decrease the students' feelings of isolation as well as to increase the students' self-esteem and regard for others. Furthermore, the counselors are responsible for assisting pupils in their efforts to satisfy specific graduation requirements and in maintaining accurate records of their educational progress.

The selection of counselors with the knowledge, ability, and skill to work effectively with PHBAO students, parents, staff, and community is made by the PHBAO senior high school principal. The administrator is also in charge of providing direction to the counselors once selected. Recruitment of appropriately qualified counselors for participation in the Program was extended to all existing District staff and other qualified persons from outside the District in order to maximize the potential resource pool for the selection of Program counselors.

METHODOLOGY

Sample

All of Los Angeles Unified School District's PHBAO senior high schools were allocated supplemental counseling positions in order to establish the 375:1 pupil-counselor ratio. A total of 106 positions were allocated by the District. All had been filled at the time this evaluation was completed. Twenty-three schools were eligible to serve as sample schools for this evaluation. Only 12 schools, however, were selected at random

to comprise the school sample.

From this sample of schools, evaluative information was obtained from two respondent groups, counselors and students. Specifically, four counselors, two Supplemental Program counselors and two regular counselors, from each of the 12 sample schools constituted the counselor sample. Thus, there were 48 respondents, 24 Supplemental Program counselors (50%) and 24 regular counselors (50%), that comprised the counselor respondent group.

The second respondent group was 36 students who, like the counselor group, was selected at random from the 12 sample schools. Specifically, three students from each high school, representing each grade level, i.e., tenth, eleventh, and twelfth, constituted the student sample.

Instruments

A structured interview format was the assessment procedure used to evaluate the Supplemental Counseling Program. Two specially designed interviews were used. The first was developed to obtain feedback information from the counselor respondents and the second from the student (counselee) respondents.

The counselors in the study sample responded to a 35-item interview. The inventory was so structured that the counselors responded either to a forced-choice item or to an open-ended type item.

Feedback from the second respondent group, the students, was also obtained via a structured interview. As was true for the counselors, the interview questions were of the open-ended or forced-choice version. The student interview consisted of a total of 22 items.

Data Collection Procedures

Both the counselor and student interviews were conducted at the home school of the particular respondent. All interviews were on a one-to-one basis and were transacted by a staff member of the Los Angeles Unified School District's PHBAO Evaluation Unit. In soliciting the counselors' and students' responses, care was taken to maintain the anonymity of the respondents. All were informed that their responses would be treated confidentially and would be reviewed only by the PHBAO evaluation staff.

SUMMARY AND RECOMMENDATIONS

The discussion of the findings is organized according to the two foci of the Supplemental Counseling Program's evaluation. These are (1) the Program's impact with regard to providing additional counseling services to PHBAO senior high school students, and (2) the Program's implementation at the various high schools.

Provision of Additional Counseling Services

In relation to the Program's first goal, both the counselors and students who participated in this evaluation were highly favorable concerning the availability of additional counseling services that exist as a result of the Supplemental Counseling Program. From the interviews it was learned that students believe, beyond a doubt, that on their respective campuses there exist many different types of available counseling services. The two most valued services are individual counseling and class advisement. In addition, there was total agreement among the counselors interviewed that within the Supplemental Counseling Program's framework "students are able to work with counselors when they (the students) have expected or unexpected needs." An overwhelming majority of the students confirmed this assertion. However, only 53% of the student sample were of the opinion that there is a sufficient number of available counselors who service PHBAO high schools.

Feedback from the counselors also indicated that group and individual counseling were the two methods used most frequently by the counselors in their dealings with students. The students reported the greatest given by counselors to be in the articulation of specific course and graduation requirements. On the other hand, matters related to career counseling received the least favorable comments. The maintenance of students' educational records, improvements of students' academic achievement, increased parent involvement in the educational affairs of their offsprings, and helping students resolve personal problems were mentioned as positive features of the Supplemental Counseling Program by both counselors and students.

Implementation of Program

The evaluative information obtained concerning how the Program was implemented was far more diversified than the views related to issues concerning the availability of services. For example, while a majority of the 48 counselors interviewed reported being at schools where the 375:1 pupil/counselor ratio was not violated, the ratios ranged from a high of 462:1 to a low of 200:1. And, over half (60%) believed the existing level remains "too high." In addition, there was extreme diversity among the counselors with regard to the percentage of time each reported engaged in "counseling" and/or "noncounseling" duties. Some indicated 100% involvement with counseling duties, others only 15% time with such duties.

The effectiveness of the Supplemental Counseling Program in bringing about regularly scheduled counseling for students appeared clear. All of the counselors (100%) indicated they are able to meet individually with students, while 85% reported having group meetings with students. Yet, 97% of the students responded affirmatively when asked "Do the counselors meet individually with students?" and only 44% responded "yes" when asked if counselors meet in groups with students. Lowered student/counselor ratios, the termination of the whole-child approach, a reduction in paperwork, counselor in-service training, and the elimination of needless supervision were some of the recommendations given by the counselors when requested to make suggestions for improving the scheduling of counseling. With regard to the whole-child approach, only about two-thirds of the counselors (67%) supported the approach, and the exact same percent responded "yes" when asked if they

needed assistance in implementing the approach.

It was not surprising to discover that the aspects of the Supplemental Counseling Program best liked by the counselors related to idiosyncratic characteristics of the Program, e.g., the lowered student-counselor ratio, the three-year counselor/student assignment, and the utilization of the whole-child approach. Likewise, those features best liked by the students were offshoots of the Program's idiosyncratic properties, e.g., the availability of counselors, encouragement received from counselors, resourcefulness of counselors, class assignments, college information, and having that "special someone at school to help."

Based on the feedback received from this evaluation, i.e., the information gathered from the students and counselors, both regular and Supplemental participating in the Supplemental Counseling Program, the following recommendations are proffered for consideration:

1. That there be an effort made to determine, establish, and monitor the 375:1 student/counselor ratio at each PHBAO senior high school.

2. That there be on-site observations made of the Supplemental Counseling Program in order to aid individual PHBAO schools in identifying particular implementation problems, e.g., interruptions caused by irrelevant teacher referrals, and ultimately in resolving these problems.

3. That there be an in-depth analysis of how the whole-child approach is implemented at each school and a determination made of the difficulties encountered. Where appropriate, mechanisms for providing assistance in carrying out the approach should be identified and procedures established for the utilization of such assistance.

4. That there be clearly defined procedures established for the execution of career counseling, e.g., with Career counselors or with the on-line counseling staff.

5. That there be District sponsored in-service training to aid counselors in identifying and using the most expedient procedures for maintaining student logs, documenting contact with counselees, and reducing paperwork and clerical chores.

6. That there be an in-depth analysis focusing on ways to augment counselor time and to increase the number of available counselors for students.

CHAPTER III: TOTAL PROGRAM EFFECTIVENESS

Several programs have been instituted in the LAUSD in order to provide particular types of assistance to PHBAO schools. These programs were designed to improve curriculum, educational leadership, and teacher quality. This chapter describes the results from a program effectiveness survey covering all of the PHBAO components.

METHODOLOGY

The survey consisted of questions which addressed each program and the objectives to be fulfilled. The overall effectiveness of each of the programs is presented in two different ways: 1) Have the program's objectives been fulfilled? 2) Have the programs improved curriculum, educational leadership, or teacher quality?

SAMPLE

The sample consisted of 124 schools drawn during the 1982-83 school year. Sixty-four elementary, 37 junior high and 23 senior high schools were involved. Year-round schools were included in this sample. Proportionate, stratified random sampling was used to achieve an adequate representation from all administrative regions. A total of 16 schools were selected. All administrators, 4th, 6th grade and secondary teachers, parents and students were included in the sample.

SUMMARY AND RECOMMENDATIONS

The seven programs designed to improve teacher quality have fulfilled their objectives for the most part. The Bilingual Classroom Teacher Program is reported by teachers and administrators to be effective in improving teacher quality. It is likewise, reported that it is fulfilling its other objectives. The objectives are: 1) having qualified bilingual teachers agree to assume additional duties with/for students for 2 1/2 hours each week, 2) improving the instruction of LEP students, 3) improving the service for LEP students, and 4) providing tutoring services.

Parents also reported that the program is being effective. It is effective in: 1) helping their child be a better student, 2) having teachers spend time with their child, 3) providing special services to their child, 4) improving the curriculum, 5) improving the instruction, 6) improving the services to the LEP students, and 7) increasing tutoring services. This program's effectiveness is, therefore, positive.

The Class Size Reduction Program is rated by teachers and administrators as effective in fulfilling its objectives. The objectives are: 1) facilitating teacher/student instructional interaction within the classroom, 2) maintaining the 27:1 class size reduction, 3) increasing opportunities for reinforcement of learning in the classroom, 4) increasing the number of student/teacher counseling sessions. Since the objectives of this program are being fulfilled, it may be inferred the program is effective in improving teacher quality. Therefore, the effectiveness of this program is positive.

The Language Acquisition Program is not rated as very effective in fulfilling its objectives. Its objectives are: 1) improving teaching skills, 2) improving participants' instructional performance, 3) improving teachers' confidence working with LEP students and their families, and 4) improving teachers' self-rating of their Spanish language ability. Because objectives are not being fulfilled, it is likely that this program is not effective in improving teacher quality.

Parents rate this program more positively. They report the program has been helpful in improving the teachers' communication with parents and that the teachers interact and communicate with them about their child's schoolwork.

Two varying perspectives regarding this program call attention to further investigation. The effectiveness of this program is, therefore, questionable.

The Leadership Training Team Program is rated by teachers and administrators as effective in improving teacher quality. It is, likewise, rated effective in fulfilling its objectives. The objectives are: 1) facilitating staff development specific to local school needs and 2) facilitating staff development to fulfill District goals. This program's effectiveness is, therefore, positive.

The Maintenance/Alteration/Improvement Program is rated by teachers and administrators as effective in fulfilling its objectives. The objectives are: 1) decreasing the time interval between maintenance request and implementation, 2) decreasing the time interval between starting and completing maintenance projects, 3) improving the maintenance of the school plant, and 4) improving the safety of the physical plant. This program's effectiveness is, therefore, positive.

The Staff Development Program is rated by teachers and administrators as effective in improving teacher quality. It is, likewise, rated as effective in fulfilling its objectives. The objectives are: 1) meeting specific local school needs, 2) developing instructional strategies to improve student self-esteem, and 3) developing instructional strategies to improve student achievement. This program's effectiveness is, therefore, positive.

The Urban Classroom Teacher Program is rated by teachers and administrators as effective in improving teacher quality. It is, likewise, rated as effective in fulfilling its objectives. They are: 1) recruiting teaching staff since it began at their school, 2) retaining teaching staff since it began at their school, and 3) reducing teacher absenteeism.

Parents also rate this program as effective. It is effective in: 1) helping their child be a better student, 2) increasing additional services to their child, 3) increasing tutoring services to their child, 4) increasing the number of clubs available to students, and 5) increasing the guidance and counseling services to students. This program's effectiveness is, therefore, positive.

Teachers and administrators reported that the Total PHBAO Programs have been effective in improving teacher quality. Teachers and administrators reported that these programs have been effective in improving the quality of instruction. Teachers and administrators reported that the PHBAO Programs have been effective in improving teacher morale. Teachers and administrators reported that the programs have been effective in improving parents' perceptions of schools. Teachers and administrators reported that the programs have not been effective in increasing the percentage of students who graduate from high school. Teachers and administrators reported that the programs have been effective in improving students' self-esteem. Teachers and administrators reported that the programs have been effective in improving teachers' beliefs in students' potentials. Teachers and administrators reported that the programs have been effective in improving students' achievement. Teachers and administrators reported that the PHBAO Programs have been effective in increasing parental participation. The only objective which these programs are perceived as not fulfilling is increasing the percentage of students who graduate from high school. In general, the PHBAO program's effectiveness is positive.

It is recommended that:

1. PHBAO programs be continued

2. the following programs be reviewed for consistency in fulfilling objectives:
   Language Acquisition Program
   Project AHEAD
   Computer Assistance Program

CHAPTER IV: ATTITUDE AND ACHIEVEMENT TESTS

SCHOOL ATTITUDE MEASURE

DESCRIPTION OF INSTRUMENT

A basic objective of the PHBAO Program is to bring about affective changes in students. To assess such changes, if any, test score information from the School Attitude Measure (Scott, Foresman and Company, 1980) was obtained. The School Attitude Measure (SAM) is a norm referenced test that is specifically designed to examine several dimensions of student attitude expression. Five attitude scales are included in the SAM.

1. Motivation for Schooling reflects the effect of students' reactions to their past school experience as it relates to their motivation in school.
2. Academic Self-Concept-Performance Based focuses on students' confidence in their academic abilities and their feelings about their school performance.
3. Academic Self-Concept-Reference Based deals with how students think others (teachers, family, and friends) feel about their school performance and their ability to succeed academically.
4. Student's Sense of Control Over Performance measures students' feelings about their ability to exercise control over situations that affect them at school events such as grades and promotions.
5. Student's Instructional Mastery ascertains students' perceptions regarding the state of their actual school skills.

Based on reading difficulty, there are three available forms of the SAM: Level 4-6, Level 7-8, and Level 9-12. Each form contains approximately 250 items to which the student, using a four-point scale (i.e., never agree, sometimes agree, usually agree, always agree), responds to a descriptive statement about school life, e.g., "I learn things very quickly in school."

Normative data for the SAM were gathered during the 1979-80 school year from 28,300 students representing the national population with respect to geographic region, socioeconomic status, and school district size. Students from both private and public schools were included in the sample.

Reliability estimates for internal consistency of the SAM range from .91 to .95 for the total test and for test-retest from .80 to .89. Separate norms are provided for grades 4 through 12. Directions for administration of the SAM are provided in both English and Spanish.

Sample

SAM data were collected from both non-year-round schools and year-round schools. Information from the non-year-round schools came from three sources: 1) 42 schools (32 elementary, 5 junior high, and 5 senior high) that were included in the 1980-81 test sample; 2) 77 schools (64 elementary,

8 junior high, and 5 senior high) that comprised the 1981-82 evaluation; and 3) 86 schools (64 elementary, 8 junior high, and 14 senior high) that were selected for the 1982-83 school test sample.

Data for the year-round schools came from two sources: 1) six elementary schools that were selected as sites to obtain sixth grade SAM test data for the 1981-82 Year-Round test sample, and 2) six elementary schools chosen to gather sixth grade data for the 1982-83 school evaluation year.

SUMMARY

The information presented in this section summarizes the results obtained from the analyses of the SAM data obtained from non-year-round and year-round PHBAO program schools. To reiterate, the analyses were intended to answer three primary questions:

1. Do the attitudes of non-year-round PHBAO program students differ from students at the national level?
2. Do the attitudes of non-year-round PHBAO program students improve over time?
3. Do the attitudes of year-round PHBAO program students improve over time?

To summarize briefly, the results from the first analysis, examining the non-year round PHBAO program school scores to national norms, indicate two primary findings. First, there were definite trends for grades six and ten. The students' self-reports at these two levels concerning their beliefs regarding how positive they are about "past school experience," their beliefs regarding their academic ability and performance, and their views about their school skills were generally less positive than those expressed by students in the national standardization sample. The disparity between the two groups of students was greatest in the area of motivation. The second major finding concerned the PHBAO students' attitudes concerning their motivation for schooling. Regardless of grade level, the PHBAO students were uniformly less positive than were the students in the national standardization sample. The data appear to strongly suggest that PHBAO student do feel less positive about their school experience which in turn likely affects how hard they work in school, how much they value school, and how much they want to pursue further schooling. Why students completing their elementary school experience (sixth graders) and those completing their first year of senior high school (tenth graders) were consistently less positive in all attitudes examined and why PHBAO students in general, regardless of grade level, are less positive with regard to school motivation are two extremely important questions that surfaced from this evaluation. While it is beyond the scope of this report to answer such questions, they must surely be addressed if educators are to understand the educational process as it affects students who attend predominantly minority schools.

The data obtained from the second analysis provides the basis for the conclusions regarding changes in the non-year-round students' attitudinal responses over time. The major finding concerning this aspect of the program

is the elementary students' self-reports regarding their motivation for schooling, their self-concept based on school performance, and their beliefs about their academic skills. In all three instances there were slight improvements over the three-year testing period. This pattern was not evident at the secondary level. Instead, what emerged at grades eight and ten were improvements in attitudes, deteriorations in attitudes, and constancy in attitudes. In general, then, the affective attitudes of the PHBAO elementary school students do tend to improve throughout the elementary school experience. Whether these improvements continue or maintain themselves during the junior and senior high years cannot be determined.

Finally, evidence obtained from the analysis of the year-round PHBAO program schools produced the following finding: There were slight improvements in the attitudinal responses obtained from the sixth grade students during the 1981-82 and 1982-83 school year evaluations. In other words, the year-to-year contrast revealed that students' feedback regarding their confidence in their academic abilities and their feelings about their school performance, their feelings about being able to exercise control over situations that affect them at school and to take responsibility for the outcome of relevant school events, and their beliefs about the state of their actual school skills all improved over the two-year testing period.

ACHIEVEMENT TEST DATA

Achievement test data were collected through the District's regularly scheduled testing program in Spring, 1983. Data were drawn from the same 77 schools used in the 1981-82 achievement testing sample: 64 elementary schools, 8 junior high schools, and 5 senior high schools. Two achievement tests were used: at the elementary level, the Survey of Essential Skills (SES), and at the secondary level, the Comprehensive Test of Basic Skills (CTBS).

For the SES, 32 elementary schools were randomly selected for 4th grade testing and the remaining 32 schools were used for 6th grade testing. Within each of these grade levels, all students present were tested, yielding the following sample: 4th grade - 2,977 students; 6th grade - 2,820 students. At the secondary level where the CTBS was used, 3,259 eighth grade students were tested and 909 tenth grade students. (The District testing schedule included only two of the five senior high schools in the designated sample.) The total number of students tested, then, was 9,965: 5,797 at the elementary level and 4,168 at the secondary level.

METHODOLOGY

Description of Instrument - Elementary

The Survey of Essential Skills (SES) is a criterion-referenced test developed by the Southwest Regional Laboratory (SWRL) and District personnel. It has

been adopted by the District for universal use in the elementary schools. The test, for which a separate version is prepared at each grade level, assesses grade-appropriate skills in the areas of reading, mathematics, language, and written composition (grades 3 and 6, only). The tests, administered in the classroom by homeroom teachers, were untimed and on the average lasted from 40 to 60 minutes. Answers to multiple choice items are presented in terms of the mean percent of correct answers. Mastery level categories represent the following mean percent correct answer ranges: Mastery - 75 and above; Approaching Mastery 55 to 74; Non-Mastery - 54 and below.

Sample Description - Elementary

Of the basic 64 elementary school sample, 32 schools have been in the program for three years and 32 have been in the program for only two years. Table 1 describes the schools in terms of grade level tested and length of program implementation.

Description of Instrument - Secondary

The CTBS is a series of standardized, norm-referenced tests designed to measure skills common to all curricula. The CTBS was standardized on a national sample of students. The test covers six basic skill areas, two of which are used by the District: reading and matehmatics. The items on each test measure the student's ability in five broad intellectual processes: recognition, translation, interpretation, application, and analysis. Test items were multiple choice, and scores represent the median percentile for all students in a specific grade at each school.

Sample Description - Secondary

As part of the District's regular testing program, the CTBS was administered to the eight junior high schools and only two high schools in the sample. Of the eight junior high schools, five have been in the program three years and three for two years. Both of the senior high schools have been in the program for three years.

SUMMARY AND RECOMMENDATIONS

Tables 1 - 4 describe the test results for grades 4, 6, 8, and 10.

Table 1

SES Results - 4th Grade

Comparison of 1981-82 and 1982-83 Test Scores

Subject	Performance Range	1982 Mean % Correct	1983 Mean % Correct
Reading	II	65.97	66.78
Mathematics	II	68.58	71.72
Language	I	78.12	78.59

Table 2

SES Results - 6th Grade

Comparison of 1981-82 and 1982-83 Test Scores

Subject	Performance Range	1982 Mean % Correct	1983 Mean% Correct
Reading	I	80.74	79.21
Mathematics	II	65.76	68.47
Language	II	74.43	72.81

Table 3

CTBS Results - 8th Grade

Comparison of Median Percentile Scores
by Year of Testing and Length of Program Implementation

Year of Testing Program Implementation	Subject	
	Reading	Mathematics
Junior High Combined		
1981-82	27	38
1982-83	28	41
Junior High - Three Years		
1980-81	23	30
1981-82	26	37
1982-83	28	37
Junior High - Two Years		
1981-82	31	41
1982-83	29	44

Table 4

CTBS Results - 10th Grade

Comparison of Median Percentile Scores
by Year of Testing

Year of Testing	Subject	
	Reading	Mathematics
School A		
1980-81	9	13
1981-82	46	26
1982-83	13	14
School B		
1980-81	13	15
1981-82	43	18
1982-83	12	15

The upward surge of the test scores for both schools during the 1981-82 school year is curious and beyond explanation in this analysis.

At the secondary level, movement in achievement scores is miniscule and performance levels remain well below the 50th percentile. At the elementary level, there has been a far greater and more encouraging degree of improvement. For example, though the test scores for reading and language at both the 4th and 6th grade level did not change appreciably, those for mathematics did. There was a marked increase in the percentage of schools whose scores are in the mastery level range from 1982 to 1983. This is true for both elementary grade levels and in all subjects, with the exception of 6th grade reading. The slight decrease in these scores however, does not move the overall 6th grade performance in reading out of the mastery range. Also, there are no appreciable differences in scores in relation to school schedule; and though there are differences in scores between bilingual and urban classroom schools, it can not be said that these differences are attributable to the type of teacher program.

It is recommended that:

1. test preparation be carefully monitored, especially at the secondary level

2. concerted effort be continued toward the improvement of basic skills of students that can then be reflected in improved test scores.

CHAPTER V: AMELIORATION OF HARMS

HARM; LOW ACHIEVEMENT

EVALUATION ISSUES

This study focuses on the salient strengths, weaknesses, and uniqueness of the schools as perceived by principals and teachers. Additionally, classroom activity, teacher education and experience, student and teacher attendance, class size, and teacher attitudes were assessed.

Two studies in particular, were used as a basis for formulating the present evaluation issues: 1) Summer and White, "Which School Resources Help Learning?", Business Review, Federal Reserve Bank of Philadelphia, February, 1975 (study of the Philadelphia public schools); 2) "Does the Use of Resources Influence Student Achievement?", unpublished paper delivered by Richard Rossmiller, Chair, Department of Educational Administration, University of Wisconsin-Madison at the Fiftieth Anniversary Lecture Series, University of Hawaii, 1981.

METHODOLOGY

Sample

Schools comprised the fundamental sample unit. Using purposive methods, two high achieving and two low achieving elementary schools were selected as were one high achieving junior and senior high school and one low achieving junior and senior high school. The level of achievement was determined by 1982 SES 4th grade reading scores in the instance of elementary schools and CTBS reading scores at the 8th and 10th grade levels. These scores from the total sample of eight schools are found in Table 1.

Table 1

Harms Analysis: Low Achievement

Comparison of 1982 Reading Test Scores for Low and High Achieving Sample Schools

School	*Achievement Status	
	Low Achieving	High Achieving
Elementary 1	53	88
Elementary 2	68	88
Junior High	20	35
Senior High	10	42

*Elementary test scores represent mean percent correct answers. Secondary test scores represent median percentiles.

Within these school units, all principals, all 3rd through 6th grade teachers, and all 8th and 10th grade English teachers were involved. Thusly, the respondent sample included eight principals and 80 teachers: 48 elementary and 32 secondary teachers.

There were 13 4th grade classes selected as observation sites. Within each class, 4 to 10 students were chosen for observation so that there were 20 students from each school in the observation sample.

Data Collection

All eight principals in the sample participated in a 30-40 minute interview. Of the 80 questionnaires distributed to teachers, 74 were returned, representing a return rate of 92.5%.

The students chosen for study in each of the selected classes were observed for one reading period in the morning and one social studies or language period in the afternoon. To avoid student absence, both observations for any given student were completed in one day.

SUMMARY AND RECOMMENDATIONS

Some concrete differences between low and high achieving schools were noted: 1) there is a slight trend for smaller class size in the higher achieving schools; 2) students in higher achieving elementary schools spend more time-on-task than those in lower achieving schools; 3) teachers make fewer interruptions for discipline at the higher achieving schools than at lower achieving schools; 4) teachers tend to be absent less at higher achieving elementary schools than lower achieving schools at that level, but more at the higher achieving secondary schools than lower achieving secondary schools; and 5) students tend to be absent more frequently at the lower achieving high school than at the higher achieving high school. Similarities between the two types of schools are noted with respect to 1) teacher educational preparation, 2) teacher experience, and 3) student attendance at the elementary and junior high levels.

Perhaps the more meaningful differences, however, are those of a perceptual and attitudinal nature. The administration and staff at the schools with higher scores seemed to be focused on their educational activities, on issues (like grade level meetings, instructional strategies) about which they have some control. By contrast, those at the lower achieving schools raise most concerns about things external to the school that heavily impact the school but over which they have less control (gangs, lack of community support, inadequate budget). Attitudinally, far more teachers at high achieving schools are positive about student behavior, achievement, and capacity to learn than are teachers at low achieving schools. Also, the highest percentage of teachers at higher achieving schools are positive about student capacity to learn, while the highest percentage of teachers at lower achieving schools are positive about collegial support.

It is recommended that:

1. the District continue to focus on improved instructional strategies and classroom management

2. there be continued emphasis on and support given to teachers toward the enhancement of expectations of students

3. in those low achieving schools surrounded by difficult socio-cultural conditions, greater attention be paid to teacher and administrative supports in order to nurture and maintain positive attitudes as they relate to student performance.

HARM; LACK OF ACCESS TO POST-SECONDARY OPPORTUNITIES

EVALUATION ISSUES

In 1977 Superior Court Judge Egly identified lack of access to post-secondary opportunities as one of four harms of racial isolation. The PHBAO programs were subsequently implemented in an effort to ameliorate these harms.

This aspect of the PHBAO evaluation attempts to identify factors which distinguish schools with high percentages of students seeking access to post-secondary opportunities from schools with low percentages of students seeking post-secondary access. Based on the literature, the factors we expect to distinguish the high and low schools include:

- Placement of students in vocational or academic classes
- Faculty expectations of students' post-secondary activities
- Faculty perceptions of events influencing student outcomes
- College attendance of students' family or friends
- Student access to college/trade school information

If these or other factors are found to distinguish high and low access schools, such identification will allow District policy-makers and administrators to incorporate elements of high access schools in the low access schools.

METHODOLOGY

We operationalized the construct "access to post-secondary opportunities" as the percentage of 1982 seniors who requested that transcripts be sent to colleges or trade schools. Because high achieving students are most likely to make application to colleges/trade schools, we controlled for achievement in our analysis. And because we were concerned that factors related to access might be different for PHBAO and non-PHBAO schools, the sample included a small group of non-PHBAO comparison schools.

School Sample

The school sample consisted of 13 PHBAO high schools and two non-PHBAO comparison schools. The PHBAO sample was purposively selected from the universe of 23 PHBAO senior high schools. The comparison schools were purposively selected from nine non-PHBAO senior high schools which were similar to the PHBAO schools in Chapter I ranking and the percent combined minority students.

Sample selection involved obtaining the following information about each of the 28 schools*:

- The percent of 1982 graduates who requested their transcripts be sent to colleges/trade schools
- Mean percent correct items for 12th graders on the 1982 California Assessment of Program (CAP).

For PHBAO schools, the percent of transcripts sent ranged from 13.3 to 71.5 and CAP reading scores ranged from 42.2% to 60.8% with a mean score of 51.1%.** For non-PHBAO schools, the percent of transcripts sent ranged from 38.8 to 63.5, falling within the PHBAO range. However, non-PHBAO achievement scores were higher that PHBAO, ranging from 52.5% to 63.8% with a mean score of 59.7%.

Using percent transcripts sent and reading scores, we divided the PHBAO schools into four groups. We first divided the 19 schools into two approximately equal N groups for percent transcripts sent. The low group ranged from 13.3% to 40.4% and the high group ranged from 43.8% to 71.9%. All schools with achievement scores below the mean of 51.1% were placed in the low achievement group and those with reading scores above the mean were placed in the high achievement group.

These procedures resulted in the following four groups of schools:

- High percent transcripts sent, high achievement (HH; N = 7)
- High percent transcripts sent, low achievement (HL; N = 2)
- Low percent transcripts sent, high achievement (LH; N = 4)
- Low percent transcripts sent, low achievement (LL; N = 6)

To obtain a sample of 13 PHBAO schools, we selected the schools with the highest percent transcripts sent from the HH, and the schools with the lowest percent transcripts sent from the HH and LL cells. We included both schools which were in the HL cell.

We used the same procedures to select the non-PHBAO comparison group, including the division of schools into four cells based on the percent transcripts sent and achievement level. We then selected the HH cell, which contained two schools, as the comparison group.

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*We were unable to collect transcript information from four PHBAO senior high schools leaving us with a sampling base of 19 PHBAO high schools and nine non-PHBAO high schools.

**Scores denote percent correct. LAUSD scores ranged from 42.2% to 68.8% with an average score of 58.4%.

Data Collection

Data collection took the form of structured interviews. A single questionnaire (see Appendix) was used for all respondent types. Each interview lasted approximately 30 minutes.

SUMMARY AND RECOMMENDATIONS

This aspect of the evaluation identified variables which distinguish schools with high percentages of students seeking access to post-secondary opportunities from schools with low percentages of students seeking post-secondary access.

In general, we did not find identifiable school practices which distinguished PHBAO high-access, PHBAO low-access and comparison schools (high access non-PHBAO). Student visits to colleges/trade schools/businesses, availability of information about post-secondary opportunities, provisions for student leadership, etc. were comparable for all three groups.

As we would expect, a larger percentage of comparison respondents and high-access respondents than low-access respondents expected their senior students to attend college. Similarly, a larger percentage of comparison and high-access respondents than low-access respondents reported their students had family members who attended college. Both findings were mediated by achievement effects.

The most significant finding, perhaps, relates to staff attitudes towards and expectations of the students. Teachers, principals, and counselors viewed student variables (e.g., initiative, IQ, and parent encouragement) as much more important in determining student outcomes than school factors (e.g., quality of education and teacher encouragement).

The variable, staff attitudes and expectations, becomes even more important since it consistently distinguishes among the high-access, low-access and comparison schools. Staff in the comparison schools were more likely to be knowledgeable about student plans, about college attendance of students' families and peers, and about the quality of information related to post-secondary access than were staff in high-access PHBAO schools. And staff in high-access PHBAO schools were more knowledgeable about these dimensions than staff in low-access PHBAO schools.

Data suggest that at the comparison schools and, to a slightly lesser extent, at the high-access PHBAO schools, school staff are more involved in the process of promoting student access than at the low-access PHBAO schools. Comparison teachers are knowledgeable about individual students in their classes, but more importantly, they have a sense of the direction and aspirations of the graduates. In short, staffs in these schools seem more intimately involved in the post-secondary plans and efforts of the graduating class.

This involvement seems to manifest itself in a greater level of teacher support for the graduates. This support may nurture student achievement and subsequently, student plans to seek access to post-secondary institutions.

Given these preliminary findings, our recommendations are:

1. Staff development at the high school level should emphasize the importance of teacher support and positive expectations for increasing students' access to post-secondary opportunities.

2. In addition to making college/business literature available to students, teachers as well as counselors should be encouraged to be more interactive with students in interpreting information provided.

3. Schools should begin to identify more effective means of obtaining parent involvement in Career Day activities and post-secondary information exchanges.

4. School staffs indicated that school visits to colleges/businesses could be improved by having better student transportation, by scheduling visits during non-class hours, and by increasing the number of student participants.

5. Major post-secondary access activities should increasingly focus on sophomores and juniors, in addition to seniors.

HARM; INTERRACIAL HOSTILITY AND INTOLERANCE

EVALUATION ISSUES

In the process of school integration, the overiding issue has been the interracial relationships which result. The apprehensions have been based on whether children from different racial and ethnic groups can learn together in a school setting. A secondary consideration has been whether the adults, administrators, teachers, and others could cope with heterogeneous student groups. The intent has been to try to provide school contexts in which interracial relationships could develop in a positive way.

Several aspects of interracial relationships have been investigated by researchers. Most studies have sought to explain how and what factors tend to contribute to the development for the most positive relationships. These studies have referred to these relationships as interracial contact (Patchen, 1982; St. John, 1975; Cook, 1970; Allport, 1958). Their writings indicate that there are three elements which affect the development of positive interracial contact. They are: equal status, common goals, and institutional support for positive relations.

The intent of this report is to determine to what extent the three elements which affect positive interracial contact were present in the PHBAO schools. The specific objective is to find out if interracial hostility and intolerance have been reduced. The report specifies whether the differences between high and low interracial hostility and intolerance schools are affected by certain school practices. The areas which are examined are: 1) school and classroom environment, 2) task involvement, 3) behavior patterns, 4) interaction patterns, and 5) school programs and activities directed at interracial hostility and intolerance.

METHODOLOGY

Sample

School administrators from each area were asked to select schools which they perceived as high or low in interracial hostility. The selection of schools included elementary, junior high, and senior high levels. A number of schools were selected for each level as high or low. This reporter selected, at random, one high and one low school for each level. The total number of schools selected for investigation was six schools, two elementary, two junior high, and two senior high. Each level contained a high and a low scoring school in interracial hostility and intolerance.

Instruments and Data Collection Procedures

On-site observation and interviews were the assessment procedures used to obtain evaluative information for this report. Specially designed observation instruments and interview schedules were used. They were:

1. School Observation Sheet - A structured instrument designed to identify classroom and school characteristics. The classroom materials, activities, and general appearance and characteristics were evaluated. The schools' facilities and grounds were likewise evaluated.

2. Interaction Patterns Observation Sheet - A structured instrument designed to tabulate student-student, student-teacher, and student-other adult interaction in various settings. They were: classroom, playground, passing period, and lunch area.

3. Administrator, Counselor, Teacher Questionnaire - A structured interview designed to obtain information concerning interracial hostility and intolerance in their schools.

Each school was observed for two complete days. Interview data were collected from principals, assistant principals, teachers, and counselors. Anonymity was assured to all respondents. Additionally, field researchers were interviewed by this reporter as a means to triangulate the data collected by observation and interview.

SUMMARY AND RECOMMENDATIONS

Schools displaying both high and low interracial hostility and intolerance have been examined. Elementary, junior high, and senior high schools have been identified. None of the schools claimed or displayed interracial hostility or intolerance. However, they all differed in the types of deterrence systems which they operated. The purpose of the deterrence systems was to equalize status among the school participants, to direct the members of the organization to engage in schooling by the provision of institutional support.

Both elementary schools had deterrence systems. The one with low interracial hostility and intolerance has a system concentrated at the teacher and classroom level. The one with a high interracial hostility and intolerance has its system permeating the entire instituiton. Additionally, all school personnel are engaged in activities which span the entire school.

The junior high schools also have deterrence systems. The one with low interracial hostility and intolerance has a modest system concentrating on interpersonal strategies. Additionally, this school's personnel express a keen awareness of areas and contexts in which conflict can arise. Their interpersonal deterrence system is designed to monitor these vulnerable spots. The junior high with high interracial hostility and intolerance has created a structure in which two distinct ethnic student groups co-exist in parallel social systems. Within this school, administrators, counselors, and teachers are also structured in such a way that their activities and responsibilities remain separate and different. Teachers deal with classroom projects. Counselors deal with small group activities and administrators deal with general school functions. This contrasts sharply with the structure created by the high interracial and intolerance elementary school.

The senior high schools have generalized deterrence systems. Their systems do not tend to be specifically designed to improve interracial relations. The high school with low interracial hostility and intolerance engages intensely in academic activities which serve to equalize the status among the students by a modest support system. The high school with high interracial hostility and intolerance has a tendency to relinquish the responsiblity for interracial relations to others. There is a weak institutional system. The principal refers to "keeping a pulse in the community" in order to avert conflict. The imposition of rules and regulations and standards is another means for describing the deterrence system at this school. This system's direction of its members towards the common goal of schooling and its equalizing of status is equally imperceptible as is the presence of interracial hostility and intolerance.

It is recommended that:

1. schools continue to implement deterrence systems (parallel students' groups are not to be considered legitimate)

2. deterrence system include activities integrating faculty, staff, and students throughout the school organization

3. deterrence systems be varied in activities and intensity. PHBAO programs such as Student-to-Student should be expanded

4. schools are aware of various kinds of successful deterrence systems.

EVALUATION ISSUES

The impact the school environment makes on the development of children's self-esteem is a topic of continuous concern to educators and the public at large. The school is recognized as the socialization grounds where children are given opportunities to explore their boundaries as human beings. Although the family is considered the basic socialization unit up until the time when youngsters enter school, the school continues with this socialization process by aiding in the development of the child's cognitive self, and the social, psychological, and physical selves as well.

The formal and informal education youngsters receive in school are now recognized to be major contributors to the maturation of their social and personal skills. Beane, Lipka, and Ludewig (1980) are but examples of scholars whose work attest to the fact that how youngsters see themselves, their self-perceptions, are closely related to school factors such as academic achievement, school completion, and self-direction in learning. Thus, it is no wonder that professional educators are adamant in their belief that in order to understand fully how students evaluate themselves, their self-esteems, what also must be understood are the social and psychological correlates of behavior found within and outside of the classroom. Also, because many children currently spend less time with their parents, and more time in day care centers, it is now safe to assume that for many youngsters the school has become as vital an institution as the family in determining how growing youngsters will value themselves and in determining their attitudes of self-acceptance or self-rejection. It is no surprise, then, that the enhancement of students' self-perceptions has emerged as a valued goal of American education.

The acknowledgment that the school environment does heavily impact on a youngster's developing self-esteem has resulted in a proliferation of studies designed to tease out which school variables relate to the growth and development of a child's positive self-esteem. Examples of these variables include social climate of the school, the physical structure of the school, teacher behavior, and availability of classroom materials. These studies have been conducted in various socio-economic-status settings, with a variety of sub-populations, and under various research and practical conditions.

The intent of this report was to build these findings by examining which school variables are operative in the development of the self-esteem of students who attend predominantly (70%) Hispanic, Black, Asian, and other non-Anglo (PHBAO) schools. The report sought to determine whether differences exist between PHBAO schools that were designated as high-scoring self-esteem schools and those designated as low-scoring self-esteem schools. Also, an attempt was made to identify which educational practices relate to the high and low designations. Examples of specific areas examined at the high- and low-scoring PHBAO schools were (1) the

perceptions held by school staff regarding students' academic abilities, (2) the existence of mechanisms within the school which intrinsically say to students they are valuable human beings, (3) the presence of structured school activities which encourage and motivate students to be independent thinkers and to maximize their academic, social, and personal potentials, and (4) the implementation of academic practices that convey to students that education is meaningful and serves a definite purpose in their lives.

METHODOLOGY

Sample

During the 1981-82 academic year the School Attitude Measure (SAM), Scott, Foresman, and Company, 1980, was administered to a group of fourth, sixth, and tenth grade PHBAO students. The SAM is designed to measure several dimensions of student attitude expression. Five attitude scales comprise the SAM. They include (1) Motivation for Schooling, (2) Academic Self-Concept: Reference Based, (4) Sense of Control Over Performance, and (5) Instructional Mastery.

The students taking the SAM came from 77 District elementary, junior, and senior high PHBAO schools. From this group were selected eight schools that would provide evaluative information for this report. Four were designated high-scoring self-esteem schools and four low-scoring self-esteem schools. The high-scoring schools were those, among the 77 originally tested, with the highest local school percentile SAM scores on the instrument's five subscales. Conversely, the low-scoring schools were those with the lowest local school percentile SAM scores. From the high-scoring schools were selected two elementary, one junior high, and one senior high school. A similar grouping was selected from the low-scoring schools. Hence, a total of eight sample schools were chosen.

The next step was to identify three respondent groups from the sample schools. The first were 32 randomly selected teachers--four coming from each sample school. Second were the schools' eight principals. Third were 24 students, three randomly selected from each of the eight sample schools. In all, then, respondents for this report consisted of three groups--8 principals, 24 students, and 32 teachers.

Instruments and Data Collection Procedures

On-site observations and interviews were the assessment procedures used to obtain evaluative information for this report. Specially designed observation instruments and interview inventories were used. They were:

1. Program Observation Sheet. A structured instrument designed to identify five areas which serve as the focal points for the on-site observations. They were (1) the school's physical appearance, (2) the affective quality of the school's auxiliary staff, (3) the type and quality of the lunchtime activities, (4) the security of the school, and (5) classroom observations.

2. Principal Inventory. A structured interview designed to obtain information concerning the school's demographic characteristics, and the principal's judgments about each school's overall appearance, the number of available support services, the types of parent activities, etc.

3. Teacher Inventory. A structured interview designed to solicit teacher's judgments concerning the school's demographic characteristics and the teacher's opinions regarding topics such as school volunteers, parent activities, staff meetings, and the school's administrative leadership.

4. Student Feedback. This brief inventory was designed to gather on-the-spot assessments from students regarding how much they liked their particular school.

All of the observations and interviews were conducted on the grounds and in the classrooms of the eight sample schools. These activities were transacted by staff members of the Los Angeles Unified School District's PHBAO Evaluation Unit. In gathering this information, care was taken to maintain the anonymity of the schools and the respondents.

SUMMARY AND RECOMMENDATIONS

As previously mentioned, the purpose of this report was to ascertain which school variables tend to be associated with the high or low self-esteem of students who attend predominantly (70%) Asian, Black, Hispanic, and other non-Anglo (PHBAO) schools. Specifically, determinations were made regarding whether there are differences at the two school types with respect to specific educational practices and the attitudes held by staffs concerning students' educational progress and the schools' instructional programs.

Two findings are worth noting. First, differences do exist at high and low self-esteem schools. Second, some of these differences are more likely to occur at the elementary level, while others are more likely to occur at the secondary level. The specific areas where disparities were observed are three. The first, involves the affective quality displayed by the schools' auxiliary staffs. Differences were observed at the elementary level but not at the secondary level. At the high self-esteem elementary schools there was a greater proclivity for the schools' auxiliary staffs to display more affective behaviors than was found at the low self-esteem schools. At these high self-esteem schools the staffs were described as demonstrating what appeared to be a genuine care for students, they (the staff) were friendly (e.g., smiles) and helpful toward other staff, students, and parents, and the staffs appeared competent and took pride in their work. Such behaviors were not reported by the interviewers at the low self-esteem schools. A typical comment from observations made at the low self-esteem schools was, "The office secretaries and cafeteria staff work with no smiles and are not too friendly toward students. The office personnel are always sitting. No one gets up too swiftly when students, parents, or staff come into the office." In general, then, the auxiliary staffs at the high self-

esteem elementary schools were seen as friendlier toward other staff members, more polite, knowledgeable, and helpful to students, and characteristically maintaining a good rapport with all.

A second area where differences were found at the two school types is associated with the schools' lunchtime activities, e.g., the cafeteria (size, organization, supervision of students' behavior), the lunch benches (size, organization, supervision), and the playground (available supervision, character and style of supervisory personnel, structured or unstructured activities, students' behavior). The findings show that there are differences in the lunchtime activities found at high and low self-esteem PHBAO schools at both the elementary and senior high levels. None were observed, however, at the junior high level.

Typical descriptors of the high self-esteem elementary schools' lunchtime activities are that they are well organized, well supervised, and that there are disciplined students. Also, at these schools a workable number of students are serviced by the cafeterias, students very frequently lunch under covered areas (sunroofs), the students play in assigned areas on the playground, and the lunchtime supervisory staffs are comprised of teachers, noon aides, and college students. In contrast, at the low self-esteem schools it is not uncommon to see cafeterias too small to service its student population, inadequate supervision by staff, uncovered and physically unattractive eating areas, and the predominance of public address systems to control and supervise students.

At the senior high level discernible differences were also noted with respect to lunchtime activities. At high self-esteem schools one would likely see cafeterias that are well supervised, adequately sized, and well equipped with chairs, tables, and trash cans. The lunch bench areas typically have covered pavillions, an ample supply of tables and benches, good supervision, and satisfactory student behavior. Lastly, on the playgrounds of the high self-esteem senior high campuses are numerous supervisory staff members (security agents and aides, deans, counselors, and administrators) who are highly mobile and maintained a high degree of visibility among the students.

The third area where differences were found at the two school types was in the classroom themselves. While there were no dissimilarities at the secondary level, some were noted at the elementary level. For example, with regard to the physical appearance of the classrooms, classes at high self-esteem schools are generally neat, there is available instructional material, there are learning centers in use, and there are clean, cheerful bulletin boards evident. In contrast, at the low self-esteem schools children mostly engage in paper-and-pencil activities, and there are few decorated bulletin boards, neat classrooms, or available instructional materials. Faculty restrooms are sometimes used as locations for learning, and in some classrooms there appears to be little learning or teaching taking place.

There were also contrasts in the behaviors of the students and the teachers in the classrooms of the two school types. At the high self-esteem schools

students actively engage in classroom projects, at all times the students are busy with individual or group assignments, and there are frequent interactions between students and teachers. With regard to teacher behavior, at the high self-esteem schools the teachers interact with students on a highly personal level, they (the teachers) appear highly competent in their subject matters, they exhibit a high degree of mobility within their classrooms, they give clear explicit directions to students, they provide many teaching techniques in the implementation of their instructional programs. The behavior of the students and the teachers at the low self-esteem schools is markedly different. The students are restless, highly mobile, and lack discipline. Many students can be observed daydreaming or just idle in the classroom. In general, the students are minimally involved with learning, and in some classes no instruction seemingly takes place. The teachers do not maintain close proximity to their students, and many of these teachers remain seated at their desks throughout entire class period.

In addition to the previously mentioned three areas of difference, the high and low self-esteem schools were also distinctive with respect to their utilization of school volunteers, the number and types of parent activities, and teacher rationale for explaining job satisfaction. No discernible differences were noted, however, among the high and low self-esteem schools with regard to their physical appearances, school securities, playground equipment, support services, administrative leadership qualities, or the attitudes of the administrators or teachers concerning their school's instructional programs or their students' academic progress.

Based on the findings of this report, the following recommendations are preoffered for consideration:

1. That there be a limited number of PHBAO elementary, junior, and senior high schools selected to serve as experimental schools to further study the variables related to the self-esteem of PHBAO students.

2. That efforts be made to provide incentives to PHBAO schools for the continuous maintenance and upkeep of the schools' physical appearance, both internally and externally.

3. That auxiliary staffs be given inservice training designed to teach skills related to topics such as interpersonal communication and relationship development.

4. That management consultant teams be sent to PHBAO schools in order to better organize and obtain maximum efficiency from the school's cafeterias and their staffs.

5. That all lunch bench areas be covered.

6. That playground, cafeteria, and lunch bench-area supervisory staff be given in-depth training on how best to implement quality student supervision.

7. That schools be equipped with an adequate number of lunch tables and

chairs, trash cans, and playground equipment.

8. That teachers be in-serviced to upgrade their skills for improving classroom learning, for increasing student participation, for bettering classroom supervision, and for expanding their artistic repertoire to enhance the decor and visual attractiveness of the classroom environment.

9. That the services of school volunteers be channeled toward academic tutoring and remediation activities.

10. That specific parent activities be mandated for all PHBAO schools and that they (the activities) be an integral part of each school's yearly academic program.

CHAPTER VI: SUMMARY AND CONCLUSIONS

This section summarizes the findings and, for clarity and emphasis, repeats the recommendations of the 1982-83 PHBAO evaluation. This information is presented in three areas based on initial evaluation objectives: (a) Program Effectiveness and Implementation Issues, (b) Description of Test Results, and (c) Amelioration of Harms.

PROGRAM EFFECTIVENESS AND IMPLEMENTATION ISSUES

In general, teachers and administrators rated the 19 PHBAO programs as effective in fulfilling their objectives. Specifically, it was perceived that the programs were effective in improving the quality of instruction, teacher morale, teachers' perceptions of students' potential, student self-esteem, student achievement, and parents' perceptions of the schools. The programs were not perceived as effective in increasing the percentage of students who graduate from high school. Interestingly, administrators viewed the programs more positively than teachers.

It is recommended that:

1. PHBAO programming as an overall thrust be continued, and

2. Language Acquisition, Project AHEAD, and Computer Assistance be further reviewed with respect to participant perceptions of how consistently the programs meet their objectives.

Seven of the 19 programs were specified by the District for more intensive implementation analysis. Conclusions regarding these programs are presented in terms of major program goals.

Programs to Improve Teacher Quality

The Bilingual Classroom Teacher Program (BCTP) has made some very positive strides. Both teachers and administrators agreed that some of the immediate payoffs were (1) getting students to achieve at grade level, (2) ameliorating LEP students' apprehensiveness concerning their academic endeavors, and (3) assisting bilingual students in their quest for language and cultural acceptance. However, the respondents felt that the program's primary goal, to upgrade LEP students' English language proficiency, would only be realized on a long-term basis. Part of this concern related to the development and use of bilingual instructional materials. From teacher input in this area, it emerged that there is some confusion about the parameters of the BCTP as a PHBAO program and the District's overall bilingual program.

It was also clear that the BCTP made a greater impact on retaining rather than on recruiting bilingual teachers at PHBAO schools. The salary differential was viewed as adequate by roughly half of both the teachers and principals who responded. The work assignment time was reported as effectively used for a variety of activities, the most valued of which were tutoring, counseling, and parent contact. Monitoring procedures for the program were highly variable among schools as were activities related to the needs assessment phase of the BCTP.

Recommendations for the Bilingual Classroom Teacher Program are:

1. That the District engage in public activities designed to provide greater visibility of the BCTP.

2. That there be regularly scheduled meetings for personnel to exchange information and ideas regarding such matters as successful instructional activities that can be implemented by bilingual classroom teachers.

3. That there be made available a greater surplus of non-English instructional material and textbooks.

4. That there be time alloted for the preparation of non-English instructional material.

5. That there be established a non-English curriculum library where teachers can secure needed materials.

6. That there be established a formalized procedure for principals to use in the implementation of their school's bilingual needs assessment.

7. That the District establish on-site observations to oversee the monitoring procedures used by individual BCTP schools.

8. That there be a serious attempt to increase the number of bilingual teachers for specific subject matter courses for specific language groups.

9. That there be a serious attempt to increase the salary differential for BCTP staff.

10. That all staff, both teaching and non-teaching, receive intensive inservice regarding the goals and purposes of the District's two bilingual programs, the Bilingual Classroom Teacher Program and the Bilingual Program.

The Urban Classroom Teacher Program is progressing quite well, both procedurally and in terms of its overall goals. There is positive regard for procedures related to obtaining teacher commitments, to assessing school needs, and executing payroll. Teachers, however, are dissatisfied with the compensation in relation to the actual amount of extra time spent and with the differences in compensation among the three UCTP categories.

Programmatically, tutoring and the special interest clubs are the two activities most frequenty undertaken, and teachers report that tutoring is the single most beneficial activity provided. According to teachers, tutoring is provided consistently and is of good quality. Teachers also felt the program's most important aspect was the extra time they were able to spend with students.

Activities related to school staff stability were not rated very highly. In particular, recruitment at the senior high level was not viewed as very effective and teacher absenteeism was judged to be about the same as before the program began. However, the overall quality of teaching staff was perceived as somewhat improved, as was staff commitment.

Recommendations for the Urban Classroom Teacher Program are:

1. That consideration be given to increasing the salary differential.

2. That category distinctions be eliminated.

3. That more effective methods be devised for recruiting and retaining staff.

4. That methods be developed for reducing teacher absenteeism.

Programs to Improve Curriculum

The Computer Assistance and Curriculum Alignment Programs, and Project Textbook are all progressing well towards their goals.

Computer Assistnce is viewed positively by both administrators and teachers, though there is a difference in the way that benefits are valued by both groups. Principals look to the Student Data System (SDS) to facilitate school management while teachers found the output from Computer Managed Instruction (CMI) as most useful and germane to their tasks. Both groups found the assistance provided by District staff and consultants to be extremely valuable.

Respondent concerns focused on three areas. A universal concern was the need for more computer operator time. Additionally identified was the need for faster running programs and greater flexibility in programming so that individual school needs could be better met. Finally, there was interest in increasing the ease of preparing system input as well as expanding scoring options. Several teachers mentioned the desire to learn more about the computer capabilities, suggesting that they could make better use of the output if they knew how to operate the system.

Recommendations for Computer Assistance are:

1. That the program continue to be a priority for the target schools.

2. That the programs within the sub-system be expanded to include other student data, such as attendance and instructional packages, for subjects in addition to reading.

3. That in future planning, consideration be given to the development of in-house programming capabilities so that system capacity can be adapted quickly and easily to the particular needs of each school.

4. That in-service focused on computer capabilities continue.

5. That future planning include teacher training in the direct use of the computer so that they can input and retrieve information for their teaching purposes and thereby gain a greater appreciation for the support that the system can be to their teaching tasks.

Curriculum Alignment is perceived as quite useful, but more so by those teachers who are new to the program. Those teachers in schools that have participated in the program for three or more years, though positive, are less enthusiastic about the alignment process. Directors of Instruction expressed concern about the need for activities to support the development of instructional strategies to be employed once the alignment is in place. It appears then, that once teachers have mastered the fundamental steps in the alignment process and continue to use them as appropriate to sound instructional planning, then value of the activities as a "program" ceases to exist. The program is therefore viewed as time-limited.

Recommendations for Curriculum Alignment are:

1. That the instructional planning process inherent in the program be offered to teachers at schools as a part of general school in-service and management on an as-needed basis, but not as a "program".

2. That the District develop additional ways of assisting teachers to expand teaching strategies, once learning needs of students have been identified.

Project Textbook has been quite successful in achieving its primary goal of insuring that all students have basic books for each academic subject. As principals and teachers responded, however, it was clear that they did not make a differentiation between the PHBAO project and the District's general textbook program. As seen by the respondents, the program has been less successful in its use of computerized printouts and centralized inventories. While most teachers felt the centralized inventory system made the process easier than three years ago, they still felt that it was not particularly helpful. And, while almost half of the administrators felt the computerized printouts were useful, most reported that the computerized system did not reduce paperwork. Teachers were most concerned about being limited to using a singe set of District approved basic textbooks, feeling that a common set of books could not accommodate diversity in student ethnicity, interests, and achievement level. In general, parent involvement has been minimal and limited to receiving information about textbooks.

Recommendations for Project Textbook are:

1. That the District continue its successful efforts to provide each student with basic books.

2. That the District designate a coordinator to explain the program's purposes and procedures, as differentiated from the general District

textbook program, and to obtain feedback about the project's progress.

3. That the District consider the use of supplementary or auxillary texts to supplement the basic books.

4. That the District develop a plan for parent involvement or eliminate such involvement as a major aspect of Project Textbook.

Programs to Provide Student Support

The two programs designed to provide student support -- Student-to-Student Interaction and Supplemental Counseling -- are progressing reasonably well towards their objectives.

For Student-to-Student Interaction, the objective of reducing racial isolation is met, to some extent, by virtue of the activities that involve mixed ethnic/racial groups. That is, students are taken from racially isolated schools to racially mixed activity situations. Of the two major activities, camping appears more effective in promoting the second objective -- promoting interracial/intercultural understanding -- than Sea Education Afloat (SEA). SEA is considered intellectually stimulating, as it teaches students about the ocean and boats. However, there is no interracial/intercultural content. Camping, on the other hand, programs interaction games which teach about ethnicity, discrimination, personal values, and societal contributions of various ethnic groups.

The third objective -- the promotion of positive student interaction -- is fulfilled in varying degrees by different activities. Pre- and post-activities contribute to the objective when they engage students in sharing information, but not when they concentrate on directions and information. SEA is seen as an effective intellectual program, but not effective in promoting interaction. Camping is more effective in this area, though some of the opportunities in camping provide for intense activities which may inhibit interaction.

Recommendations for Student-to-Student Interaction are:

1. That the objectives of each activity be specified.

2. That each activity include components which increase student-student interaction and/or student-teacher interaction.

3. That pre- and post-sessions be emphasized as part of the Camping and SEA activities, e.g., that more descriptive information and examples of activities be made available.

4. That Sea Afloat be revised to include activities that promote the program objectives or be dropped as a component of the Student-to-Student Interaction program.

Supplemental Counseling is viewed favorably by students and counselors. Both groups held in positive regard the availability of counseling services made possible through this program to meet either expected or unexpected needs. The students reported that the greatest assistance was given in the area of articulation of specific course and graduation requirements. Matters related to career counseling received the least favorable comments. Students and counselors felt the maintenance of students' records, improvement in students' achievement, increased parental involvement, and assistance in the resolution of students' personal problems were all positive features of the program.

With regard to implementation, there was considerable diversity among schools. There was a wide range of pupil/counselor ratios as well as percentages of time spent by supplemental counselors doing "counseling duties". Variations were also noted in the use of individual or group counseling methods and in support given for the whole-child approach.

Recommendations for Supplemental Counseling are:

1. That there be an effort to determine, establish, and monitor the 375:1 student/counselor ratio at each PHBAO senior high school.

2. That there be on-site observations made of the Supplemental Counseling Program in order to aid individual PHBAO schools in identifying particular implementation problems, e.g., interruptions caused by irrelevant teacher referrals, and ultimately in resolving these problems.

3. That there be an in-depth analysis of how the whole-child approach is implemented at each school and a determination made of the difficulties encountered. Where appropriate, mechanisms for providing assistance in carrying out the approach should be identified and procedures established for the utilization of such assistance.

4. That there be clearly defined procedures established for the execution of career counseling, e.g., with Career counselors or with the on-line counseling staff.

5. That there be District sponsored in-service training to aid counselors in identifying and using the most expedient procedures for maintaining student logs, documenting contact with counselees, and reducing paperwork and clerical chores.

6. That there be an in-depth analysis focusing on ways to augment counselor time and to increase the number of available counselors for students.

DESCRIPTION OF TEST RESULTS

Study findings indicate slight improvements in self-concept and achievement at the elementary levels. There is less improvement at the secondary level and all scores remain below the appropriate standard (i.e., either national or District norms).

The Student Attitude Measure (SAM) indicates that non-year-round 6th and 10th graders were less positive than the national sample about their academic ability, school skills, and performance. Moreover, the PHBAO students scored lower on motivation for schooling than the national sample. A definitive interpretation of these findings is beyond the data at hand, but it may be conjectured that: students who feel they lack ability may not be motivated to try to achieve, and the poor performance reinforces the notion that they lack academic ability.

Non-year-round elementary students evidenced a slight improvement in motivation for schooling, performance based on self-concept, and perceptions of academic skills over the three-year evaluation period. These improvements, however, were not evident at the secondary level. Similarly, 6th graders at year-round schools showed a slight improvement over two years in terms of confidence in their academic abilities and feelings about school performance.

The Survey of Essential Skills (SES), administered at the elementary level, indicates that reading and language test scores of 4th and 6th graders did not improve from the 1982 to the 1983 testing. However, test scores increased for math at both grade levels, and differences between 1982 and 1983 scores were statistically significant. Moreover, there was a marked increase at both grade levels from 1982 to 1983 in the percentage of schools whose scores fell in the mastery range. Though there was a slight decrease in the 6th grade reading scores, the over-all 6th grade performance in reading did not fall out of the mastery range.

The Comprehensive Test of Basic Skills (CTBS), administered to 8th and 10th graders, yielded far less encouraging results. Though the overall gains made by 8th graders were small, those in the program three years made considerably greater strides in both reading and mathematics than those only in the program two years. Senior high gains were miniscule. Present and past scores at both secondary grade levels were well below the 50th percentile.

Recommendations Based on Test Results are:

1. That test preparation and administration be carefully monitored, especially at the secondary level.

2. Continued effort be made toward the improvement of basic skills of students that then can be reflected in improved achievement and attitude test scores.

AMELIORATION OF HARMS

We were unable to identify practices which consistently distinguished high- and low-scoring schools on achievement, post-secondary access, interracial hostility and self-esteem. What did emerge, however, was an interesting relationship between the amelioration of harms and staff attitudes, expectations and interactions with students. The following highlights those trends as well as those idiosyncratic to the assessment of the amelioration of each harm.

Achievement

At the high achieving schools, classes tended to be smaller, students spent more time on-task, teachers interrupted classes less frequently for disciplinary purposes, students had fewer absences and teachers, at the elementary level, were absent less frequently. Administrators and staff at schools with higher scores seems to be focused on activities over which they had some control (i.e., educational programs) while those in lower achieving schools were more concerned about things external to the school (i.e., gangs, lack of community support, etc.) At higher achieving schools, teachers are far more positive about student behavior, achievement, and capacity to learn than at lower achieving schools.

Recommendations for the Amelioration of Harm: Low Achievement are:

1. That the District continue to focus on improved instructional strategies and classroom management.

2. That there be continued emphasis on and support given to teachers toward the enhancement of expectations of students.

3. That in those low achieving schools surrounded by difficult socio-cultural conditions, greater attention be paid to teacher and administrative supports in order to nurture and maintain positive attitudes as they relate to student performance.

Post-Secondary Access

School practices that clearly distinguished those schools with high percentages of students seeking access to post-secondary opportunities and those with low percentages were not discerned. Student visits to a range of educational institutions, availability of information and opportunities for student leadership were comparable in both sets of schools. What was different, however, were the attitudes and expectations of school staff. Teachers, principals, and counselors in schools with high post-secondary access were more knowledgeable about student plans, about the college attendance of students' families and peers, and about the quality of information provided the students than were staff in the low-access schools. Moreover, teachers in the high-access schools were more involved in promoting and encouraging students' post-secondary activities than teachers in the low-access schools. We conjecture that this involvement manifests itself in a greater level of

support which nurtures student aspiration and subsequently student plans to seek post-secondary opportunities.

Recommendations for the Amelioration of Harm: Lack of Access to Post-Secondary Opportunities are:

1. That staff development at the high school level emphasize the importance of teacher support and positive expectations for increasing students' access to post-secondary opportunities.

2. That in addition to making college/business literature available to students, teachers as well as counselors be encouraged to be more interactive with students in interpreting information provided.

3. That schools begin to identify more effective means of obtaining parent involvement in Career Day activities and post-secondary information exchanges.

4. That as indicated by school staff, visits to colleges/businesses could be improved by having better student transportation, by scheduling visits during non-class hours, and by increasing the number of student participants.

5. That major post-secondary access activities increasingly focus on sophomores and juniors, in addition to seniors.

Interracial Hostility and Intolerance

Teachers also play an important role in ameliorating the harm of interracial hostility and intolerance. In schools with lower levels of interracial hostility, teachers focused on positive aspects of ethnicity with their students. Teachers in these schools were seen as more frequently reinforcing the worth of all students than were teachers in the high interracial hostility schools. All schools had deterrence systems. But those in the low hostility schools were more modest, tended to focus on interpersonal strategies, and clearly directed the engagement of students in intense academic activities which served to equalize the status among the students. Those schools with high hostility tended to rely more heavily on rules and regulations to avert overt conflict and in one instance created a structure in which two distinct ethnic student groups co-exist in parallel social systems.

Recommendations for the Amelioration of Harm: Interracial Hostility and Intolerance are:

1. That schools continue to implement deterrence systems (parallel students' groups are not to be considered legitimate).

2. That deterrence systems include activities integrating faculty, staff, and students throughout the school organization.

3. That deterrence systems be varied in activities and intensity. PHBAO programs such as Student-to-Student should be expanded.

4. That schools become aware of various kinds of successful deterrence systems.

Self-Esteem

In schools which scored high on self-esteem, auxiliary staff (office secretaries, cafeteria workers) interacted quite positively with students. Moreover, teachers in high self-esteem schools were found to interact more frequently with students during non-class time and transition periods than teachers in low self-esteem schools. Differences in lunchtime activities were noted, with the high esteem schools being characterized by cafeterias and playgrounds of a size to accommodate the student body, by adequate amount and arrangement of equipment and by adequate supervision. The physical appearance of classrooms in high esteem schools was neat, clean and cheerful in contrast to those of low esteem schools. Classroom activity in the high esteem schools were arranged so as to actively engage the learner. In the low esteem schools there seemed to be greater reliance on pen and pencil type activities. Parent activities were planned by administrative personnel in the high scoring schools while this function was relegated to special interest groups in low scoring schools. And finally, in the high scoring schools, volunteers were used more often as tutors, whereas the low scoring schools used them more often as clerical aides or for yard duty.

Recommendations for the Amelioration of Harm: Low Self-Esteem are:

1. That there be a limited number of PHBAO elementary, junior, and senior high schools selected to serve as experimental schools to further study the variables related to the self-esteem of PHBAO students.

2. That efforts be made to provide incentive to PHBAO schools for the continuous maintenance and upkeep of the schools' physical appearance, both internally and externally.

3. That auxiliary staffs be given in-service training designed to teach skills related to topics such as interpersonal communication and relationship development.

4. That management consultant teams be sent to PHBAO schools in order to better organize and obtain maximum efficiency from the school's cafeterias and their staffs.

5. That all lunch bench areas be covered.

6. That playground, cafeteria, and lunch bench-area supervisory staff be given in-depth training on how best to implement quality student supervision.

7. That schools be equipped with an adequate number of lunch tables and chairs, trash cans, and playground equipment.

8. That teachers be in-serviced to upgrade their skills for improving classroom learning, for increasing student participation, for bettering classroom supervision, and for expanding their artistic repertoire to enhance the decor and visual attractiveness of the classroom environment.

9. That the services of school volunteers be channeled toward academic tutoring and remediation activities.

10. That specific parent activities be mandated for all PHBAO schools and that they (the activities) be an integral part of each school's yearly academic program.

CONCLUSIONS

This team feels that over-all, PHBAO programming is working well and should continue, with the recommended modifications. As a significant thrust in the District's educational design, the importance of staff expectations of students permeates most all of the findings of this study. What needs to be underscored is that these expectations affect students in areas other than achievement.

EXECUTIVE SUMMARY

PHBAO MED-COR PROGRAM
SECTION B

EXECUTIVE SUMMARY

PHBAO MED-COR PROGRAM

John Wright, Ed.D., Consultant

Abstract
of
Evaluation Report
of
The University of Southern California
School of Medicine Med-COR Program

THE MED-COR PROGRAM

Med-COR has been operating for more than a decade. During that period, the program has consistently improved, and the clientele it serves has been changed to include more junior high school students. By increasing recruitment efforts in the direction of younger students, Med-COR staff reasoned that the remedial and support aspects of the program will increase the potential for success. Evaluations have shown that since the shift to acquiring participants at an earlier age, a smaller percentage of students has dropped out of the program.

Med-COR continues to be a part of the District's effort to "reduce and ultimately remove consequences of racial isolation." Med-COR embraces three specific goals of Court-approved PHBAO programs by providing students opportunity to improve self-esteem, to improve levels of academic achievement, and to increase access to post graduate educational and employment opportunities.

Sufficient evaluations have been done to establish that Med-COR is a successful program and that it is accomplishing its major objectives at a very acceptable level. The 1982-83 evaluation, therefore, concentrated on monitoring the continued attainment of its goals and, in addition, attempted to gather input from Med-COR students on how to improve program efforts to meet student needs.

This is an abstract of the 1982-83 evaluation covering the summer program, the Saturday program, and a follow-up of the June 1982 and June 1979 Med-COR graduates.

SUMMARY OF FINDINGS

Status of 1982 Graduates

1. Ninety-five percent of the June 1982 graduates are enrolled in an institution of higher learning.

2. Seventy-seven percent are enrolled in four-year colleges, and 18% are enrolled in two-year colleges.

3. Ninety-seven percent of the graduates who are enrolled in college have decided on a career.

4. Eighty-four percent of those who have decided on a career have chosen a health-related career.

5. Of the 13% who have not chosen a health career, two plan to be in computers, two in business, and one in language interpretation, all of which could relate to health.

6. A 1982 Med-COR graduate's chances of enrolling in college were much better than that of graduates of participating schools (95% compared to 58.6%).

7. A higher percentage of Med-COR graduates enrolled in four-year colleges than graduates of participating schools (76.7% compared to 38.5%).

8. Almost half of the 1982 graduates who are pursuing college degrees are majoring in biology (37%) or nursing (11%).

Status of 1979 Graduates

1. Seventy-seven percent of the 1979 graduates of Med-COR are still enrolled full-time in college.

2. Sixty-seven percent are enrolled in a four-year college and an additional 10% are enrolled in a two-year college.

3. Fifty percent of those enrolled full-time in school reported that they held class status as seniors, 28% as juniors and 17% as sophomores.

4. Sixty percent of the students enrolled full-time in college are pursuing a health-related career.

Summer Program 1982

Hospital Experience

1. Participants thought the best thing that happened to them in the summer experience was to discover that they could take on a new task and be successful and useful.

2. As a result of the experiences in the hospital, students developed self-confidence and a belief that they could do something important in life.

3. Eighty-six percent of students interviewed, who had experienced two summers of hospital work, said that as a result of the experience they decided on a career.

4. Along with discovering career areas of interest, many students discovered areas in which they decidedly did not want to work.

5. Self-confidence grew slowly as revulsion for certain activities diminished with experience and with success as a result of staff encouragement, patience, and understanding.

6. Participants had few suggestions for improving the summer program, but they mentioned several areas of personal interest where they would have liked more experience if it were offered.

7. Most students thought their assigned activities were wide and varied enough to help them make a career choice.

8. Students were complimentary about the role played by doctors, nurses, and patients in making their experiences successful and in helping them feel needed and useful.

9. Participants have difficulty analyzing their hospital experience critically. They react to their summer experience in mostly quantitative terms and little in qualitative judgments. There was little about the summer experience that they think not worthwhile.

10. The summer program in 1982 involved less than 30% of the total number of students enrolled in Med-COR.

11. Enrollment is currently limited to senior high school students who qualify for the Youth Employment Program.

S.A.T. Improvement Program

1. The average improvement in mathematics was 40 points.

2. Twenty of the 28 students improved their scores in English.

3. The average S.A.T. scaled English score improved 50 points.

4. Nineteen of the 28 students improved their scores in mathematics.

5. Seventeen of the 28 students improved their scores in both subjects.

Saturday Tutorial Program

Holding Power

1. Most participants who leave the Med-COR program do so because of other interests or responsibilities they have on Saturday.

2. Most participants who left the program in 1982-83 still intend to attend college and pursue a health related career.

Attendance

1. Staff efforts to improve attendance were successful in 1982-83.

2. Attendance was not only greater than in the three previous years, but it was also more stable.

Test Results

1. Both junior high school and senior high students failed to show much change in their ability to use English language skills. Each of the groups re-

gistered only a 7% mean gain.

2. The senior high school group registered their greatest gains in mathematics. In Algebra I the group had an 81% mean gain, in Algebra II a 146% mean gain, and in geometry a 175% mean gain.

3. Junior high school students also did well in mathematics, showing gains of 20% in pre-algebra, 139% in algebra and 228% in geometry.

4. In science the senior high school group made moderate gains of 50% in biology and 66% in chemistry.

5. The junior high school group accomplished very little change in science, exhibiting a 7% mean gain in introductory biology, and an 11% mean gain in general science.

Student Opinion - Senior High

1. Senior high school students, when interviewed, stated that instruction in English skills would be more helpful if taught through practical use of the skills in writing and speech.

2. The students reported that instruction in English skills varies considerably in content and method from one instructor to another.

3. In mathematics, most senior high school students felt that the instruction they received was meeting their needs.

4. Interest in science was high among the senior high school interviewees, but they thought that unequal opportunity is available to all students to receive laboratory experience in biology and chemistry.

5. Students that did receive laboratory experience were very positive about the value of the experience.

6. Senior high school students thought that mathematics was the most interesting Saturday class and English the least interesting.

Student Opinion - Junior High

1. Most junior high school interviewees thought that instruction they received in English skills was helpful.

2. The students approved of the three group separation of students in accordance with their individual needs.

3. Students would like to see games, oral reviews, or essays used in English instruction to give them more opportunity for active participation in the learning process.

4. Junior high school students were pleased with the help they received in mathematics. They felt that compared to their home school instruction, Med-COR offers more opportunity to ask questions and review a problem a second time.

5. They would like to have even more time available for explanation, asking questions, and review.

6. Junior high school students liked the help received in science, but would prefer less lecture and more laboratory and discussion opportunity.

7. Junior high students thought Med-COR science classes the most interesting and English classes the least interesting.

CONCLUSIONS

The following conclusions can be drawn from the findings of this part of the 1982-83 evaluation:

1. The Med-COR program is meeting its major goal of helping students to become qualified for and to be accepted by colleges and universities.

2. The Med-COR program is meeting the following three specific goals of the Court approved PHBAO programs: (1) providing students an opportunity to improve self-esteem, (2) improving levels of academic achievement, and (3) increasing access to post-graduate educational and employment opportunities.

3. The Med-COR program is successful in motivating participants to prepare for health-related careers.

4. The extraordinary and consistent success of Med-COR graduates in qualifying for and pursuing advanced education is ample evidence that the program is doing much to reduce and ultimately to remove the consequences of racial isolation.

5. The high percentage of students still enrolled in college four years after graduation from Med-COR (1979) is evidence of the lasting positive effect of the Med-COR experience.

6. The percentage of students enrolled in college four years after graduation from Med-COR and holding class status as juniors (28%) and sophomores (17%) indicates that Med-COR graduates whose academic and career goal pursuits are temporarily interrupted continue to pursue those goals.

7. Both test results and student opinion point to the need for change in the way English instruction is now provided if satisfactory student academic gain is to result.

8. Med-COR students recognize the value of being more actively involved in the educational process if maximum learning is to result.

RECOMMENDATIONS

1. Since the summer program is a vital and necessary experience through which the Med-COR program can reach its goals, the opportunities to participate should be expanded and made available to a much larger portion of those enrolled. All students are provided the opportunity to volunteer during the summer but few decide to do so. Most students are interested in summer work and money has not been generated to pay them. The sole source of funds available to Med-COR is the Summer Youth Employment Program (SYEP) which limits participation to the poverty guideline. The primary restriction to greater participation remains the limited number of Med-COR students who qualify for SYEP participation. Sponsoring agencies should, therefore, jointly explore sources of non-governmental funds in order to broaden the paid work experience opportunity.

2. Staff should explore ways of more actively involving students in the educational process. This is most needed in the subject area of English and is seen by students as lacking in most classes. Steps shcuild also be taken by staff to monitor as well as encourage the provision of more opportunity for student involvement in the educational process. The implementation in 1982-83 of staff review of lesson plans of instructors was a positive step. Nevertheless, the continued use by some instructors of lecture and drill to the exclusion of learning activities that more actively involve students in the learning process is not in the best interests of reaching the academic goals of the program.

3. Because of the possibility of considerable variation in the number of students tested from pre to post, a different analytical treatment of test scores in subsequent evaluations is recommended.

EXECUTIVE SUMMARY

PHILBAO SCHOOL READINESS
LANGUAGE DEVELOPMENT PROGRAM
SECTION C

EXECUTIVE SUMMARY

School Readiness Language Development Program
A Prekindergarten Program for
Predominantly Hispanic, Black, Asian, and Other Non-Anglo Pupils

Paula Moseley, Temporary Advisor

Introduction

In 1977, the Los Angeles Unified School District inaugurated a student integration plan titled Integrated Educational Excellence Through Choice to alleviate the adverse conditions associated with segregation. The court approved the School Readiness Language Development Program (SRLDP) component in spring 1979. This prekindergarten project was designed for predominantly Hispanic, Black, Asian, and other non-Anglo pupils. Pupils aged 3 years 9 months to 4 years 9 months and their parents attended classes. The pupils' instructional program emphasized increasing the children's concept development, listening, speaking, vocabulary, and comprehension skills. The parent classes focused on language development, physical development, nutrition, health and safety, emotional and social development, discipline, intellectual development, and learning experiences at home and away from home.

Findings

The technical report centered around 10 evaluation questions that included both implementation and progress data. The results are summarized in this section.

In fall 1982, 121 programs operated in 98 schools. Twenty-three schools had 2 programs. Eight schools implemented new SRLDP classes in the fall. During the second semester, one program was added making a total of 98 schools, 122 programs, and 24 schools with 2 programs.

The 1981-82 year-end report listed seven recommendations. Most of these recommendations were put into effect during the 1982-83 school year including: using a consistent scoring procedure for both the SRLDP Prekindergarten Skills Inventory Class Profile and the Individual Pupil Profile; providing

staff development sessions on questioning skills, parent education and bilingual techniques; revising the parent education curriculum; conducting a longitudinal study of former SRLDP participants; and allowing parent instructors to teach approved topics not included in the curriculum.

During 1982-83 SRLDP organizational changes included program expansion, curriculum modifications, steering committee alterations, and parent education program revisions. The changes improved program implementation and efficiency.

The children included in the Cooperative Preschool Inventory testing sample made great progress. The test data were analyzed according to language and sex using a mean percentage correct score. Both English and Spanish speaking pupils improved markedly from pre to post -- 26 and 33 percentage points respectively. Using median scores, the test results were grouped by age and language for comparison with national norms. Children pretested in English scored at or above the 63rd percentile in all age groups. Children pretested in Spanish scored at or above the 62nd percentile. On the posttest, both English and Spanish speaking pupils scored at or above the 97th percentile.

Survey of Essential Skills test results from former SRLDP pupils provided longitudinal data. In reading, the mean percent correct for former SRLDP first grade pupils was the same as the district score, and pupils from SRLDP schools with no preschool experience. Former SRLDP second grade pupils, scored higher in reading than both the total district, and pupils with no preschool experience. Former first grade SRLDP pupils did better in mathematics than the district as a whole, but scored lower than the sample. Grade two SRLDP pupils, pupils with no preschool experience, and the district, received the same mean percent correct score.

In composition, former first grade SRLDP pupils received the same score as the comparison groups. In grade two, former SRLDP pupils scored higher than pupils with no preschool experience, but lower than the district total.

The parents indicated that the objectives of the parent classes were covered and described the classes as informative, useful, and beneficial.

The steering committee incorporated the information provided by the staff needs assessment when organizing the staff development sessions. The participants appeared generally satisfied with the quality of the district staff development meetings although the ratings were lower than last year.

Teachers, education aides and teacher assistants, parents, parent teachers, and region advisors completing questionnaires expressed positive attitudes about the SRLDP. In summary, the SRLDP accomplished its goals to provide appropriate learning experiences for pupils and parents.

Recommendations

For continued positive program growth, the following recommendations were made: include parent education, parent volunteers, auditory discrimination and memory skills, and social studies techniques in the staff development meetings; survey education aides and teacher assistants for staff development suggestions; expand the type of information collected for longitudinal study; rotate parent education schedule; and prepare a correlation of required curriculum materials with the revised SRLDP Prekindergarten Skills Inventory.

EXECUTIVE SUMMARIES

VOLUNTARY INTEGRATION AND YEAR-ROUND SCHOOLS PROGRAMS SECTION D

Voluntary Integration and Year-Round Schools Programs

Executive Summaries

Submitted to

Los Angeles Unified School District

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PROLOGUE

This report has been prepared as part of a two-year effort to evaluate the Voluntary Integration and Year-Round Schools (YRS) programs for the Los Angeles Unified School District (LAUSD). The report is intended to meet the requirement imposed by the Court Order of September, 1981. Specifically, the Superior Court ordered the Los Angeles Unified School District to provide by July 15, 1983 "...a full report of the measures taken and achieved under its voluntary integration plan." In response to this mandate, our studies have focused on both elements. With respect to "measures taken" we have considered the implementation of programs as well as the actions taken by the LAUSD in response to earlier findings of the Evaluation Planning Team (EPT). We base our judgments on the "results achieved" on the District's progress in ameliorating the harms of racial isolation as referenced in the original Crawford report. Our judgments of the District's efforts on both implementing measures and achieving results are based on multiple data sources. Quantitative and interpretive data from earlier reports and from the current year's studies are of course, important inputs. In addition, these data are complemented by our own interviews, discussions, and professional judgments based on three years of examining the Voluntary Integration and Year-Round Schools programs.

The Evaluation Planning Team members were originally invited to participate in the LAUSD evaluation efforts under the mandatory desegregation plan. The relationship of the Team to the District has been complex. The identification of issues has been shared by the Team and LAUSD. The development and design of specific evaluation questions, methodology, and instruments have been prerogatives of the Evaluation Planning Team, in consultation with District personnel. Data collection has been conducted using LAUSD personnel and personnel of neighboring universities, as well as the Team members. The analyses, interpretations, and recommendations for this report, as our earlier reports, represent the work of the Team members. Throughout, we have worked within the constraints of resources, time, personnel, and information bases.

Context

In our work, we have become especially aware of the importance of context in the analysis and interpretation of findings, particularly so because our process has extended over a number of years, and we have found that assumptions, points-of-view, and facts change over time.

Let us consider the context in three parts: 1) the nature of the greater Los Angeles Area served by the LAUSD, 2) the changes in LAUSD, and 3) the effect of State and Federal policy changes on the operations of LAUSD.

The Greater Los Angeles Area. The area serviced by LAUSD is a clear factor in any District study. Its boundaries include 464 square miles, within which could be placed the combined areas of all of Boston, Cleveland, Denver, Manhattan, Milwaukee, Philadelphia, Providence, and Washington, D.C. The District serves all of the city of Los Angeles, seven other incorporated cities, and portions of 18 other municipalities. The city of Los Angeles is more than 50 miles across at its widest point, split by the Santa Monica Mountains. The San Fernando Valley alone, with an area of 235 square miles and a population of 1.5 million, is second only in size to Los Angeles in California and seventh in population in the country.

Demographically, the Los Angeles area is enormously diverse. Seventy language groups (requiring bilingual attention) are represented in the District. The majority of students in the District come from Spanish speaking environments, many from families of Mexican descent. There are, as well, substantial numbers from other Latin American countries and a small but growing population from Asia. The demographic changes in the area have been dramatic in the last decade and have strongly influenced the District's educational efforts.

The size of the Los Angeles region, in part, has created sets of intact communities, many with the appearance of insularity. Rather than a single city with a ring of suburban areas, Los Angeles is more like a confederation of communities. Newer immigrants tend to settle in older parts of the city near families of similar backgrounds, although the San Fernando Valley has substantial new immigration as well. Residential housing patterns have developed based on the initial location of immigrants and on the dominance of Anglo population in the San Fernando Valley. Although one would expect residential distinctions to reduce over time, the high property values in the

area with other factors have mitigated against substantial population shifts and natural integration of racial and ethnic groups. These population patterns result in school areas in some parts of the District that are overcrowded while others are underpopulated.

Context of LAUSD. Because the scope of effort and public concern is normally broad, we will consider only a few contextual factors (listed below) which have impact on the processes of the Voluntary Integration and Year-Round Schools programs and the District.

- The leadership in LAUSD has changed during this period, permitting the new Superintendent to define his own program goals, activities, and relationships with the LAUSD Board of Education, staff, and with other constituencies.

- The schools have experienced some of the same financial constraints felt by other public sectors since the tax reform efforts, culminating with Proposition 13. Thus, the District has been required to notify substantial numbers of teachers that they might not be rehired because of fiscal limitations.

- Paradoxically, almost throughout, a teacher shortage has existed in mathematics and science.

- The racial distribution of the District in 1982-83 included about equal proportions of Black and Anglo students (22% each), about 8% Asian, and approximately 49% Hispanic students. More than 544,000 students (1982-83 figures) are taught by teachers in 826 schools.

State and Federal Context. Education has been topical throughout the last few years with attention given to funding bases, student academic performance, educational equity and educational quality as central issues. Policy changes in available funds for categorical programs reduced the amount of federal support to LAUSD in 1982-83. The Serrano suit deliberations have resulted in the use of

"per pupil costs" as a proxy measure of educational quality. The decision has also increased the State's interests in influencing local school districts. California's 1982 election sharpened the issues related to the role of State leadership in education, and focused attention on performance and academic preparation.

Nationally, the question of educational quality has also been raised by the Federal Commission on Educational Excellence and by other national reports assessing the quality of schooling. The concern for educational quality has been directed mainly at student performance shown, for instance, by tightening requirements for admission to California universities and by systems of statewide assessment and proficiency testing. In California, as in some other states, the educational quality issue has been extended to teachers through the administration of skill tests for teachers in areas termed "basic" literacy. Further reports in national media have raised questions about the quality of people entering the teaching profession. There has been less rhetoric and attention, both state-wide and nationally to the issue of educational equity or the specific concern about the education of minority students. The joint concerns of student and teacher performance have led to some positive movement in increasing: 1) the expectations for students, 2) the meaning of grades, and 3) the basic skill requirements at the local level. It is against the general context of these social facts and orientations that this report is presented.

Magnet Programs: Evaluation Summary

This summary describes a two-year evaluation of the Magnet programs operating in the Los Angeles Unified School District (LAUSD) that began in 1981. The evaluation was conducted by the Voluntary Integration Evaluation Planning Team in collaboration with the Research and Evaluation Branch of the District. A separate report follows this summary which describes the history and nature of the Magnet programs, the methodology used to conduct the study during 1982-83, and the results of the study organized around the primary evaluation questions developed for the study. A similar report is available for the 1981-82 study as well.

This document is intended as a synthesis of the two-year evaluation effort. It provides a brief discussion of the context in which the evaluation took place, the methodology used to conduct the study, and the major findings and recommendations formulated by the Team. These findings and recommendations are based on the results of formal data collection activities as well as the professional judgments of team members based on extensive interviews and observations conducted informally over the course of the study.

Context of the Magnet Program Evaluation

The Magnet programs were established by the District in 1977 as part of its Voluntary Integration programs. The goal of the programs was to establish and maintain programs with specialized curricular offerings that would draw students of various ethnic backgrounds thereby creating desegregated learning environments.

Magnet programs are organized as either full school magnets or as smaller magnet centers located on the campuses of regular schools. Each Magnet program is developed around either a specialized subject matter area such as math/science, performing arts, or business, or a specialized instructional approach such as fundamental or alternative schools, or students with particular needs such as gifted or highly gifted students.

The District commissioned the Evaluation Planning Team to conduct an on-going evaluation of Magnet programs in 1981. At this time, the District was undergoing a change from a court-ordered mandatory desegregration

program to a voluntary desegregation program of which the Magnet programs were one component. The Superior Court ordered the District to provide ... "a full report of the measures taken and results achieved under its integration plan." To this end, the study examined the implementation of the programs to determine whether processes were in place that supported the goal of the programs, that is, to provide a mechanism for encouraging voluntary integration through specialized educational offerings. Further, "results achieved" were examined by assessing the extent to which progress was being made in reducing the four harms of racial isolation identified in the Crawford case: achievement, attitudes toward school, post-secondary opportunities, and social interaction among members of different ethnic backgrounds.

The nature of the District itself and the changes experienced over the past three years have made the implementation of Voluntary Integration programs, such as the Magnet programs, and their evaluation difficult and complex. As described more fully in the Prologue, the District is extremely large, both in the number of students served and the geographic location of its schools. The student population is ethnically and linguistically diverse. Further, there are sets of intact communities in the Los Angeles region populated by particular racial and ethnic groups. In addition, the racial/ethnic composition of the District is changing in such a way that Black and White student enrollments are decreasing, as Hispanic enrollment increases. These population patterns result in school areas in that some parts of the District are overcrowded while others are underpopulated.

Numerous other changes occurred during this period as well. The leadership of the LAUSD changed with the appointment of a new superintendent. The membership of the school board also shifted with the election of new members during this period. Financial and budgetary constraints continued in the wake of tax reform efforts. Finally, the focus and requirements of the Court shifted as the District moved from a mandatory to a voluntary plan for desegregation in the District. One important aspect of this shift for the Magnet programs was a court order allowing the establishment of Magnet programs on the campuses of predominantly Hispanic, Black, Asian, and Other non-Anglo (PHBAO) schools. In response to this directive, the program saw considerable expansion with the establishment of thirteen new senior high magnets in 1981-82.

Methods

The study design employed a multi-level, multiple method approach relying on a population census and more indepth data collection on a sample of programs from a variety of data sources and respondents. The paragraphs below briefly describe our strategy for sampling, instrumentation, and data collection and analysis. (For a more complete description, see Chapter II of the following report.)

A three-tiered strategy was used to sample Magnet programs for study. First, all Magnet programs were included in a census involving the collection of limited demographic information about school characteristics and student enrollment. Second, a stratified random sample of Magnet programs was selected for the examination of program processes and outcomes. This sample was designed to insure that programs were included in the sample that varied on three dimensions: type of program (content-oriented, process-oriented, or special population), racial/ethnic composition (desegregated or racially impacted), and grade level configuration (elementary, junior high, senior high, or extended). Third a sub-sample of the desegregated programs was randomly selected for observations of intergroup interaction. Furthermore, during 1981-82 a sample of new senior high programs was selected for a sub-study of program fidelity; and, students and parents were selected from a sample of programs for a sub-study of their understandings of the integration programs.

Formal data collection relied on a variety of methods and respondents. District records were abstracted for information on schools and student enrollments. District program administrators were interviewed about program policies and procedures. Questionnaires were completed by site administrators, teachers, and during 1982-83, college advisors. Students at target grade levels (grades 5, 6, 8, 10) completed a measure of attitudes toward school. Achievement data collected as part of the District's regular testing program were also abstracted for students at target grade levels in sample schools. The social interaction of students of different ethnic backgrounds was observed in a variety of settings. And, in 1982-83, a sample of 12th grade students completed a questionnaire on their post-secondary plans and preparation.

Two sub-studies were also conducted during 1981-82. One sub-study examined the fidelity of programs implemented in new senior high magnets, using program documentation, observations, and interviews with

administrators and teachers. The second sub-study investigated student and parent understandings of the programs through interviews with sampled parents and students.

The formal data collection activities referenced above were augmented throughout the study by informal observations, interviews, and review of District and program documents and correspondence. The major findings and recommendations reported below emerged from the professional judgments of team members and a synthesis of this information over the two years.

Major Findings

The major findings of the two-year study of Magnet programs can be organized around five areas: (1) mechanisms for obtaining student participation; (2) the extent of desegregated enrollments in Magnet programs; (3) policies, procedures, and services contributing to integrated educational experiences for students; (4) fidelity of specialized educational offerings as implemented, to initial plans; and (5) progress toward reducing the court-identified harms of racial isolation. The first four areas relate to program processes or implementation while the latter concerns outcomes of the program.

Program Mechanism. The first set of findings concern the mechanisms used to solicit and maintain student participation in Magnet programs and the extent to which these mechanisms yielded desegregated enrollments in Magnet programs. Briefly, we found that:

- While the District disseminates information about the program using a variety of media (e.g., brochures, television, posters), written materials distributed at school for students to share with their parents were the primary source of programmatic information for both students and parents.
- During 1981-82, separate brochures and applications were distributed for the Magnet and Permits With Transportation (PWT) programs, the two primary Voluntary Integration programs in the District. These materials, available in both English and Spanish, were written at the 9th to 10th grade reading level. During 1982-83, a combined brochure and application was prepared, with one page of the brochure devoted to the PWT program and 15

pages to the Magnet programs. These materials, again available in both English and Spanish, were written at the 11th to 12th grade reading level. District administrators felt that the combined format was confusing to parents.

- During 1982-83, distribution of programmatic information was targeted to all students in overcrowded schools. All other schools in the District received 100 copies of the brochure in addition to a one page flyer distributed to all students. This procedure was modified for 1982-83 recruitment so that all students in overcrowded and predominantly Hispanic, Black, Asian, and Other non-Anglo (PHBAO) schools received the brochures. All other schools received 200 copies of the brochure and flyers for all students.

- Efficient and timely processing of program applications and parent inquiries was hampered by cutbacks in District and regional personnel assigned to the Magnet programs and the relatively short timeline for application submission and processing.

- Parents and students reported choosing a Magnet program because of their perceptions of the good educational quality of the program. Less than half of the parents interviewed were aware of other voluntary integration options available to them in the District.

- Parents and students appeared to be generally satisfied with the program and the vast majority chose to re-enroll for the subsequent year.

Student Enrollment. In examining the racial/ethnic backgrounds of students electing to participate in Magnet programs, we found that:

- The overall student enrollment and the number of participants from each racial/ethnic group has increased over time.

- Black and White students represented about one-third each of the population of magnet students, while Hispanic students accounted for about one-fifth of the enrollment. Given the representation of these groups in the District-at-large, Black and White students are over-represented in the program while Hispanic students are under-represented.

- When enrollments were examined program by program, slightly more than half of the elementary programs met the District-established desegregation criterion (40 - 60% PHBAO). About one-third of the junior high, senior high, and extended grade programs met this criterion. The majority of the secondary magnets were centers located on PHBAO campuses.

Policies, Practices, and Services Influencing Integration. In examining actions taken in Magnet programs that encourage or inhibit integrated interactions among students of different ethnic backgrounds, we found that:

- Administrators of elementary programs tended to report a strong influence of school policies on interaction among students. Administrators of secondary and extended programs saw student interaction as influenced to a greater extent by school personnel and by the students themselves.
- Active efforts were taken in Magnet programs to encourage interaction among students of different racial/ethnic groups, through such techniques as student assignment to games and activities, active recruitment for organized activities, and inservice training. These actions were evident during both years, although the incidence of inservice training for high school teachers was considerably lower during 1982-83 as compared to the previous year.
- Magnet programs provided a wide variety of programmatic services for students, staff, and parents. Most of these services were viewed as moderate to very effective. However, teachers and administrators in elementary and extended programs consistently noted less success in encouraging student participation in after-school activities in both years. Additional transportation arrangements for after-school activities were less frequent at these levels as compared to secondary programs. In contrast, while securing parental participation was noted as a problem area in 1981-82 by teachers in junior high, senior high, and extended programs, they viewed activities as much more successful in this regard in 1982-83.
- A variety of college counseling services, such as individual counseling, meetings on college requirements, and financial aid, was provided for students and their parents. However, there was considerable variability in the number of students and parents participating in these activities across programs.
- The need for additional resources and equipment was frequently noted by teachers and administrators.
- Teachers and administrators also noted the need to improve the match, in some cases, between the interests of students and programmatic offerings in the selection process.

Program Fidelity. A sub-study of new senior high Magnet programs conducted during 1981-82 indicated that:

- The newly implemented senior high magnets showed a strong correspondence between their programs as planned and as implemented. Most deviations from plans occurred because resources were unavailable to support specialized facilities or materials. Teachers and administrators were generally enthusiastic about these new programs. (Similar findings emerged in a sub-study of the fidelity of programs at other levels conducted the previous year.)

Program Outcomes. The Team's examination of program outcomes centered around the progress made in reducing the four harms of racial isolation identified in the Crawford decision: achievement, attitudes toward school, post-secondary opportunities, and social interaction among students of different ethnic backgrounds. We found that:

- The average achievement of magnet students in grades 5, 6, and 8 in sampled Magnet programs was consistently above that of students in the District-at-large. Furthermore, when the average performance of students in different types of programs was examined, these averages surpassed the District-established mastery criteria on the SES for all program types at both grades 5 and 6. At grade 8, the average performance of students in different types of programs exceeded District averages with two exceptions. Thus, the consistently higher performance of students in Magnet programs is not accounted for solely by students in highly gifted and gifted programs but can be seen in the other types of programs as well.

- The attitudes of students toward school in elementary, junior high, and senior high Magnet programs were generally positive and stable over the two-year period. Their performance was consistently above the 50th percentile on published national norms during both years. Students enrolled in extended or alternative school programs tended to score consistently below their counterparts in the same grade levels on all sub-scales of the attitude measure. It is unclear whether the consistently lower attitudes of students in alternative programs were a reaction to the program itself or a function of the type of students who were drawn to this type of Magnet program.

- While limited information was available on post-secondary opportunities due to the recent establishment of most senior high programs and the limited number of 12th grade students, the majority of seniors sampled reported that they expected to receive a high school diploma. Further, about 70% expected to pursue some type of post-secondary education. However, due to missing data it was not possible to assess their preparation or eligibility for these pursuits.

- Social interaction among students of various ethnic backgrounds was frequent and friendly in elementary programs. In junior high, senior high, and extended programs, intergroup interaction was somewhat less frequent; however, it tended to be positive when it occurred. The less extensive intergroup interaction in junior and senior high programs is due, at least in part, to the reduced opportunities for such interactions. Many of these programs operate as centers on PHBAO campuses so that, to some extent, opportunities for interaction are diminished.

Recommendations

Based on the findings of the two-year study summarized above, the Team formulated the following recommendations for the Magnet programs:

1. Simplify the prose in the "Choices" brochure to lower the readability level to at least the 8th grade level.

2. Reformat the "Choices" brochure to more clearly distinguish sections related to the PWT and Magnet programs.

3. Develop separate applications for the PWT and Magnet programs with a simplified format.

4. Provide additional personnel and/or pre-recorded informational tape recordings to handle parent questions and inquiries during the application submission period.

5. Distribute the "Choices" brochure to all students in the District.

6. Move up the time period for distribution of brochures and submission of applications. Extend the amount of time for the processing of applications.

7. Examine in greater depth barriers to participation of Hispanic students in the Magnet programs and take actions to encourage their participation.

8. Consider providing additional transportation to elementary and extended magnets to encourage participation of students in after-school activities.

9. Provide inservice training for administrators, particularly at the secondary school level, on policies and techniques for promoting positive intergroup relations and fostering communication among students of different racial/ethnic groups.

10. Develop and implement a plan for identifying, prioritizing, and alleviating deficiencies in resources and equipment required to support the specialized educational offerings of Magnet programs.

11. Investigate further the attitudes of students enrolled in alternative programs and provide appropriate interventions to improve their attitudes.

12. Monitor the post-secondary preparation and eligibility of high school Magnet students and take actions as appropriate.

Permits With Transportation Program: Evaluation Summary

An assessment of the Voluntary Integration programs operation in the Los Angeles Unified School District (LAUSD) has been conducted for the past two years beginning with the 1981-82 school year. This report focuses on the Permits With Transportation program and presents results for the 1982-83 academic year. An interim PWT report covering 1981-82 has been prepared and submitted to the District. Separate reports covering the Magnet and Year-Round Schools programs are also available. The primary purpose of the study was to provide information to the District on the methods used in implementing the PWT program as well as on the progress achieved in alleviating the harms to participants associated with being educated in a racially isolated environment. The evaluation was carried out by an independent evaluation team of consultants working in conjunction with staff from the Research and Evaluation Branch of the LAUSD.

This evaluation summary presents, in a more concise form, information contained in the detailed evaluation report. A description of the environmental factors or context in which the evaluation was conducted, a summary of the evaluation methodolgy, and a presentation of the major findings and recommendations are also included. The findings are based on the professional judgment of the Team derived from an analysis of the data presented in this report, on information gathered over the past three years through informal interviews and discussions with District personnel, and on reviews of correspondence and documents as well as direct observations of program practices. The reader is encouraged to read the Prologue and this Evaluation Summary prior to reviewing the more extensive evaluation report.

The Permits With Transportation program, commonly called PWT, actually began fifteen years ago when the District first provided transportation to achieve voluntary integration. Under the name Voluntary Integration Program, 500 students were bused voluntarily to receiving schools. In the last decade, the PWT program grew from approximately 3,000 students to nearly 21,000 enrolled in the 137 receiving schools.

The primary purpose of PWT is to provide opportunities for students to share multicultural and educational experiences in an integrated setting. A

secondary purpose is to relieve overcrowding in inner-city schools. Students are assigned to receiving schools according to District guidelines, and transportation is provided free of charge.

When the evaluation of Voluntary Integration programs began in 1981-82, the District was in the process of phasing out a court-ordered mandatory busing program and implementing a more extensive voluntary integration effort. In the previous academic year (1980-81) under mandatory busing, many schools which formerly served as PWT receiving schools were paired or clustered with inner-city schools to achieve desegregation. As a result the voluntary PWT program was reduced in scope. However, the phasing out of mandatory busing in 1981-82 saw a significant increase in PWT enrollment.

When the District entered the voluntary integration phase of the court-order, the evaluation effort was, in part, guided by the Court's directive to the District to provide a complete report of the "measures taken to alleviate the harms of racial isolation and the results achieved". Thus, a focus of the evaluation study was to provide information to the District that was responsive to the Court's concerns. That is, the Team examined program processes as well as outcomes. The outcomes included the four harms identified in the court case: student achievement, student attitudes toward school, post-secondary opportunities, and student social interactions in a racially mixed environment.

The size, geography, and changing demographics within the District created a context which enhanced the need for more voluntary busing. Many schools within the District were severely overcrowded and projections indicated the areas served by these schools were increasing in population while areas in other parts of the District were losing students, partly due to demographic shifts and partly as a result of forced busing (White flight). The District was and is continuing to experience significant increases in Hispanic and Asian enrollment while Black and White enrollment is declining and some schools were severely underenrolled while others were bulging from the seams. Thus, when mandatory busing was terminated, a partial solution to this dilemma was to increase voluntary busing. (Another, was to implement year-round scheduling in overcrowded schools, the subject of a separate report.)

In addition to demographic changes, other events were occurring in the District which had implications for this evaluation. The District implemented multiple calendar schedules in overcrowded schools. Program adjustments related to changing from a mandatory to a voluntary desegregation plan were made. The District was faced with severe budgetary constraints brought on by the Proposition 13 tax initiative and there were critical teacher shortages in certain disciplines. District leadership changed with the appointment of a new superintendent which resulted in additional major organizational and personnel changes, and two new school board members were elected.

The 1982-83 evaluation was refocused to provide information to District policy makers whose most immediate concerns were process oriented. Thus, while the reduction of harms remained an important consideration in the second year, the primary interest was on "progress" achieved over time.

The original plan included a separate analysis of schools participating in Continued Integration programs (CIP). Under these Voluntary Integration programs, students attending schools which were paired or clustered under the mandatory busing program were allowed to continue to attend a school with which their resident school was paired or they participated in other special activities. However, in 1982-83 most of these schools also enrolled PWT students and the confounding was so great that a separate analysis was neither warranted nor practical. (See Chapter I for a more complete description of the Continued Integration programs.)

Methodology

Chapter II describes in more detail the methods employed in carrying out the study. Included in this summary is a brief overview of the evaluation issues, sampling, instrumentation, and data collection strategies.

The process evaluation focused on two major categories: program mechanisms, and school policies and practices related to desegregation/integration. As previously noted, the outcome issues correspond to the four harms identified in the Crawford court case.

The PWT evaluation focused on receiving schools only, that is schools to which PWT students were bused. Because feeder patterns were potentially an important area of interest, a sampling strategy was adopted which allowed the Team to analyze the transition of PWT students as they progressed through the normal receiving school feeder patterns. This "linked" sampling began with a

stratified sampling of senior high schools, followed by a sampling from the feeder junior high schools of the selected high schools, and a sampling from the feeder elementary schools to the selected junior high schools. Teachers and other school staffs were selected using a stratified random approach.

A variety of data collection instruments were used based on a set of specifications which identified the evaluation issues, variables, measures and data sources. Data collection was managed by LAUSD Research and Evaluation Branch staff.

Major Findings

This section contains a summary of the major findings of this study. The findings are summarized under the categories contained in Chapter III: program mechanisms, school policies and practices, and outcomes.

Program Mechanisms

1. The "Choices" brochure was used to inform parents and students in the District about options available under the Voluntary Integration programs. This brochure contained information about the various Magnet School programs as well as the PWT program.

2. While the "Choices" brochure represented a significant improvement in providing information to students and parents, the reading level was too high and the organization of material was somewhat complex for the intended audience.

3. PWT enrollment increased by nearly 50% from 13,812 students in 1981-82 to 20,686 in 1982-83. Three-quarters of the increase occurred in 1981-82 and was attributed to the existence of fewer PWT receiving schools under the mandatory busing program in 1980-81. Between 1981-82 and 1982-83 the program increased by slightly less than 10%.

4. As overall program growth continued at the elementary and junior high school levels and leveled off at the senior high school level, Hispanic and Asian students represented a larger proportion of the total program enrollment while the percentage of Black students continued to decline.

- While every ethnic group increased in enrollment, the largest two-year gains were registered by Hispanic (169%), Native American (127%), and Asian (86%) students, respectively.
- Black students still retained the largest enrollment in the program (77% to 64%), with virtually no increase between 1981-82 and 1982-83.

- The proportion of Hispanic students in the program increased from only 14% of total enrollment in 1980-81 to 26% in 1982-83. While most of this increase occurred between 1980-81 and 1981-82, enrollment grew by one-third in 1982-83 as well, representing nearly three-fourths of the total second year change in PWT enrollment.
- Hispanic (72%) and Asian (22%) students accounted for all the program enrollment increase in 1982-83.

5. The PWT program results in over 20,000 predominantly Hispanic, Black, Asian, and Other non-White (PHBAO) students attending desegregated elementary, junior high, and senior high schools in LAUSD.

School Policies and Practices

6. School policies and practices related to student social interactions vary by school level. That is, elementary schools exert more control over student social interactions than do junior high schools. At the high school level these interactions are determined by the individual student.

7. Most school administrators acknowledged the need to be proactive regarding the social interaction of students from different racial/ethnic groups. They actively recruited PWT and resident students to participate in organized school activities and felt their actions could have some influence on student interactions.

8. The academic needs of PWT students were a high priority for elementary and secondary school administrators while social adjustment needs were more of a concern of secondary school administrators.

9. Elementary and secondary school administrators conducted inservice training for school personnel on the needs of PWT students and parents; yet relatively few teachers (between 13% and 27%) reported participating in in-service training covering these topics.

10. Efforts are being made by some elementary and secondary teachers to address the academic and social needs of PWT students in the classroom, although the overall magnitude appears to diminish as students get older. Elementary teachers who have students for the entire day were more likely to address these concerns.

11. Elementary and secondary school administrators have not found a successful strategy for increasing PWT parental involvement in school related activities. Senior high school counselors, in particular, perceived PWT parent participation in counseling related activities as significantly lower than parents of resident students.

12. In response to a recommendation contained in the 1981-82 interim evaluation report, over 85% of secondary schools and 44% of elementary schools provided an orientation program for PWT students and parents covering a variety of topics including: introduction to school personnel; tour of school facilities; academic counseling and advising service (secondary only); extracurricular activities for parents; transportation arrangements; and program expectations of students and parents.

Outcomes

13. Elementary teachers and administrators perceived PWT students as having the same success socially and slightly less success academically than resident students. At the junior high level, PWT students were perceived to be less successful both academically and socially than resident students; while senior high school administrators and teachers rated PWT students as less successful academically but equally successful socially in comparison with resident students.

14. Grades 5 and 6 PWT students' performance improved on the Survey of Essential Skills (SES) although their scores fell below District averages in reading, mathematics, and composition in 1981-82 and 1982-83.

15. In comparison to resident students scores in PWT receiving schools, District averages, and national norms, grade 8 PWT students have not made comparable progress in the areas of reading and mathematics achievement as measured by their scores on the Comprehensive Tests of Basic Skills (CTBS).

16. The peformance of grade 12 PWT students on the District proficiency tests (TOPICS, SHARP, and WRITE:SR) improved in 1983 over 1982. The percentage of PWT students passing all three proficiency tests exceeded the District averages the last two years (1982 and 1983).

17. The attitudes toward school of PWT elementary students improved slightly and continued to be at about the national median. On the other hand, grade 8 PWT students tended to fall slightly below the national norms on the School Attitude Measure (SAM). However, their scores were consistently

higher than the PWT receiving school mean scores. Grade 12 PWT students showed consistent improvement in their attitude scores over 1981-82. They continued to score above the national median and above the PWT receiving school means.

18. In comparison to resident students, PWT students were less prepared for college. On the average they completed fewer college preparatory courses and had significantly lower grades and SAT verbal and math scores. As a result, the proportion of resident students estimated to be eligible to attend the University of California (UC) and the California State Universities and Colleges (CSUC) was double the proportion of PWT students estimated to be eligible to attend these institutions.

19. The post-secondary plans of PWT and resident students were consistent with their academic achievement, and there were no significant differences in the plans of PWT and resident students with similar academic preparation.

Recommendations

1. A single brochure similar to "Choices" should continue to be used to inform parents and students about options available under the Voluntary Integration programs in the District. However, the reading level of these materials should be lowered to at least the seventh or eighth grade level and the organization and presentation of material should be simplified. In addition, a better balance should be achieved between the space allotted to PWT and the Magnet programs. Finally, separate applications should be included (perhaps back-to-back) for PWT and Magnet programs.

2. District staff should insure that inservice training is provided for all PWT receiving school personnel. Topics should include:

- Changing size and character of the PWT program: implications for instructional programs, academic support services, and training needs of school personnel.
- Goals and expectations for school personnel in meeting the needs of all students, including PWT students.
- Importance of parent involvement in a successful program and strategies for attaining parent participation.
- Effective strategies for meeting the individual academic and social needs of students from diverse backgrounds and for promoting intergroup understanding and acceptance.
- Significant findings and recommendations of the PWT evaluation.

3. Special efforts should be made to involve PWT receiving school teachers in the planning and implementation of the inservice program.

4. A special study of the factors influencing the lack of involvement of parents of PWT students in school activities should be undertaken.

5. An orientation for all new students and their parents should be conducted at every PWT receiving school and every effort made to maximize the attendance of PWT students and their parents. Topics should include:

- Introduction to school personnel
- Academic program opportunities and qualifications to participate
- Special academic support services (counseling, advising, tutoring, etc.)
- Need and opportunities for parent involvement
- Academic and social expectations of students
- Extracurricular activities
- Transportation arrangements

6. Information presented in the orientation session should be provided in writing to every student and parent, but especially to those who were unable to attend the orientation.

7. A special study should be conducted of the factors affecting the academic achievement of PWT students. The study should include an assessment of course selection patterns, articulation between sending and receiving schools, curriculum, PWT students' "quality of effort" toward school work, academic expectations of PWT students and parents, and characteristics of "successful" PWT students.

Year-Round Schools Program: Evaluation Summary

The 1982-83 evaluation of Year-Round Schools has been completed. In this study, 40 of the 95 schools in the YRS program participated. The Year-Round Schools program was established as one of the District's responses to overcrowded schools. The goal of the YRS program is to alleviate overcrowded conditions without adversely affecting students' educational opportunities or parental and community attitudes towards the program. Evaluation questions were framed to address the general goal of the study.

Data were collected from District archives, school principals, other administrators and teachers at the schools, and students. Parents at a sub-sample of schools, were also asked about their opinions of YRS. In addition, a small number of schools were studied in order to determine the nature of their instructional practices.

The findings for this year's study are generally encouraging. YRS dramatically operates to reduce overcrowded conditions. School personnel reported, on the whole, that YRS operations, features, and effects have improved this year. Areas of concern remain related to extracurricular activities for students (also noted by parents as a problem) and for issues dealing directly with teaching conditions, for example, warm weather and shared classrooms. Student performance on the regularly administered District-wide tests has shown improvement this year compared to earlier studies. Corroborating the standardized test scores are reports of significantly higher scores on the Scholastic Aptitude Test (SAT), both verbal and mathematics sections, increased percentage of 12th grade students passing the District-wide proficiency tests, and significantly higher grade point averages for 12th grade students. Student attitudes, as measured by a standardized instrument, are similiar to those of last year, with the majority of student scores exceeding national averages. Students' unexcused absences, suspensions, and incidents of vandalism are generally down, although senior high school suspensions are up. Most parents reported general satisfaction with YRS, based on our sub-study; however, areas of concern that

are the same as last year are job opportunities for students, and extracurricular activity choices for students. Our instructional sub-study shows that teaching practices consistent with effective schools are in use by YRS staff.

Summary of the Instructional Sub-Study

The sub-study yielded a description of the character of instruction in a small sample of YRS. These descriptions were drawn from interviews with teachers and principals, observations of reading and math instruction, inventories of curriculum materials, and District records. Formal data collection was supplemented by informal interviews and observations by site visitors. A number of results were found.

There were no systematic differences in the average levels of achievement of students in sampled YRS compared to students in similar schools (matched on demographic characteristics) operating on a traditional schedule.

There was marked improvement in the performance of 5th grade students on the SES in sub-study schools categorized as lower achieving in 1981-1982.

Teachers and principals tended to have positive views of their school's academic focus and learning environment.

All of the principals and the majority of teachers favored the YRS schedule to the traditional September-June schedule from an educational point-of-view.

Principals and teachers generally agreed that teacher stress, teacher stamina, and student retention were improved under the YRS schedule.

Summary of the Parent/Student Sub-Study

A survey to assess the attitudes of parents of participating students was conducted. A questionnaire was developed to provide information concerning preference for YRS or traditional scheduling in reference to child care, vacation schedule, homework, attendance, academic performance, and a number of other variables. Twenty-four schools, four classes per school were involved in the survey. The questionnaire was administered to sixth, eighth, and twelfth grade students and the same students took another questionnaire home, with clear instructions on how to assist their parents in completing it, if necessary.

In general, both parents and students reported that students' feelings about school were substantially better this year, and responses reflected general satisfaction with the quality of education, behavior, homework, and attendance.

Neither parents nor students expressed strong reservations regarding employment opportunities during off-track time. Forty-seven percent of the high school students felt their chances of finding a job were somewhat better or better this year than last year and 80% felt they were the same or better.

Along with parent participation at school, both parents and students gave the lowest percentage of positive responses to school conditions during hot weather in summer. Also, parents continued to have difficulty in arranging for child care and in planning vacations with the year-round schedule, but overall about one-third reported the situation to be better this year.

Recommendations

The Los Angeles Unified School District (LAUSD) reported on its efforts to deal with continuing problems related to maintenance of schools, the summer heat problem, and building options as a way to deal with overcrowding. The District is also attempting to improve its administrative liaisons with YRS and communication with parents. It appears that the LAUSD efforts with the YRS program are beginning to result in positive trends in many significant areas. Because some problems remain, the following recommendations are made.

1. The District should anticipate the levels of enrollment likely to affect a given school so that more notice to schools and parents can be given concerning changes in schedule or configuration.

2. The District should, because of the continuing conflict in schedule among different schools, consider moving all YRS to the same schedule. This will reduce ambiguity for parents and school personnel, regularize contact among schools, and obviate the need for repeated schedule changes.

3. The District should continue its practice of providing support to YRS for custodial and general maintenance. Equipment repair opportunities should also be scheduled with YRS needs in mind.

4. The District should continue its efforts to match its administrative services to the year-round calendar.

5. The District should encourage local communities to provide recreational and other ancillary services to assist out-of-session students.

6. The District should continue its building and air conditioning programs so that the environment in YRS is as comfortable and educationally sound as possible.

7. The District should continue its efforts, both centrally and at the school sites, to inform parents about YRS and to provide options for those parents who prefer some alternative for their children.

8. The District should consider additional research in the area of student achievement; how it is developed or affected by the YRS program.

EVALUATION DESIGN

PREDOMINANTLY HISPANIC, BLACK, ASIAN, AND OTHER NON-ANGLO PROGRAMS
SECTION E

EVALUATION PLAN FOR SCHOOLS THAT ARE PREDOMINANTLY (70%) HISPANIC, BLACK, ASIAN AND OTHER NON-ANGLO (PHBAO)

1982-83

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I. INTRODUCTION

Design Overview

The 1982-83 evaluation for those schools that are predominantly (70%) Hispanic, Black, Asian and other non-Anglo (PHBAO) will consist of three analytic approaches: a harms analysis, an implementation analysis, and an effectiveness analysis. These three analyses are summarized briefly below.

1. Harms Analysis. This analysis will examine the progress made by the Los Angeles Unified School District in reducing the four "harms of racial isolation." Specifically these include low achievement, low self-esteem, interracial intolerance and hostility, and limited access to post secondary opportunities. In order to ascertain such progress, the following procedures will be implemented:

    1. High and low scoring schools will be selected for each of the four harms, (e.g., schools that score higher on self-esteem and schools that score lower on self-esteem). Determinations of scoring status will be based on existing and newly collected data.

    2. A sample of PHBAO schools which share a common constellation of programs will be selected.

    3. As appropriate, staff, parent, and student data will be collected to determine which particular practice(s) relates to high- and low-outcomes on the "harm" variables.

Conceptually, this approach represents a significant departure from prior PHBAO evaluations. The schools, rather than the individual programs, will be the unit of analysis. Hence, there will be no attempt to relate individual PHBAO programs to progress with regard to specific harms. Similarly, there will be no efforts to make casual statements concerning specific programs and outcomes.

2. Implementation Analysis. A second focus of the 1982-83 evaluation involves collecting implementation data about the seven programs as requested by the District's Office of Student Integration Options and the Office of Compliance -- Integration. These seven programs are Computer Assistance, Curriculum Alignment, Project Textbooks, Student-to-Student Interaction, Supplemental Counseling, Urban Classroom Teacher Program, and Bilingual Classroom Teacher Program. The emphasis of this aspect of the evaluation will be to (1) determine whether the seven programs are in place, and (2) identify the implementation strategies which are associated with staff/parent perceptions of outcomes.

3. Effectiveness Analysis. A third focus will be a survey of perceived effectiveness of all programs. Year-Round schools and non-Year-Round schools will be compared for each of the 19 programs. The programs are: (1) Computer Assistance, (2) Curriculum Alignment, (3) Project Textbook, (4) Student-to-Student Interaction, (5) Supplemental Counseling, (6) Bilingual Classroom Teacher Program, (7) Urban Classroom Teacher Program, (8) Administrative Development Program, (9) Selection of Department Chairperson, (10) Leadership Team Program, (11) Staff Development, (12) Language Acquisition, (13) Class Size Reduction, (14) Instructional Adviser Program, (15) Maintenance/Alteration/Improvement Program, (16) Project AHEAD, (17) Extension of the Primary School Day, (18) Articulation, and (19) Parent-Teacher Conference Program.

Additionally, a comparison of Year-Round schools and non-Year-Round schools will be made for 1983 achievement and self-esteem data.

Goals

In keeping with the analytic approaches presented above, the 1982-83 PHBAO evaluation objectives are as follows:

1. To identify those general educational practices and procedures that are related to each of the four "harms of racial isolation," (i.e., low achievement, low self-esteem, interracial intolerance and hostility, and limited access to post secondary opportunities).

2. To identify particular educational practices and strategies that are related to high- and low-outcomes on the "harm" variables.

3. To collect and document pertinent implementation and outcome data for each of the following seven programs:

    a. Computer Assistance
    b. Curriculum Alignment
    c. Project Textbooks
    d. Student-to-Student Interaction
    e. Supplemental Counseling
    f. Urban Classroom Teacher Program
    g. Bilingual Classroom Teacher Program

4. To ascertain the overall effectiveness of all programs.

5. To compare Year-Round and non-Year-Round schools in terms of perceived program effectiveness, student achievement, and student self-esteem.

Sample Descriptions

1. Basic Sample. As previously mentioned, the schools will be the unit of analysis. Comprising the basic sample will be 124 of the 298 PHBAO schools. Included in this number are 64 elementary schools, 37 junior high, and 23 senior high schools. These schools represent 27% of the PHBAO elementary schools, and 100% of the PHBAO junior and senior high schools.

2. Test Sample. From the basic sample will be selected 77 schools to comprise the sample used for the student achievement (Survey of Essential Skills and Comprehensive Test of Basic Skills) and student attitude (School Attitude Measure) data. All of these schools, 64 elementary, 8 junior high, and 5 senior high, were included in the 1981-82 sample.

3. Interview Sample. In a preceding section it was mentioned that interviews will be conducted at a sample of PHBAO schools which share certain programs. This interview sample will be selected from the basic sample described above. A criterion for selection to the interview sample will be that the particular school be a high or low scoring school on a particular "harm of racial isolation." Thus, for the harm "low achievement," an interview sample will be drawn from high achieving and low achieving schools. Interview data will be collected from each of these interview samples regarding each of the four "harms."

4. Specified Sample. Evaluations of the Computer Assistance, Curriculum Alignment, Project Textbook, Student-to-Student Interaction, Supplemental Counseling, Bilingual Classroom Teacher Program, and Urban Classroom Teacher Program will be conducted on a specific sample of the basic sample in which these programs are implemented. The evaluation of these programs will be conducted by collecting observation, interview, and survey data. For example, observational data will be collected in the Student-to-Student Interaction Program.

Instrumentation

1. Survey data. Questionnaires will be the instruments used to collect survey data. These data will be collected at three different times. The identification of the high and low scorers of the two harms: the Reduction of Interracial Intolerance and Hostility and the Increased Access to Educational Resources and Post-secondary Education Opportunities will be made through the use of the first questionnaire. Questionnaires will also be used as a means to evaluate the various programs listed under the specified sample section. Thirdly, questionnaires will also be used to survey the perceived effectiveness of all programs.

The determination of the high and low scoring schools regarding interracial hostility will be made by means of a questionnaire. Integration Coordinators will be contacted for information regarding the degree of interracial hostility in their schools. The total of high and low scores will be used to draw the high and low schools in interracial hostility.

2. Interview Data. Interview data will be collected in order to gather information regarding the "harms" as they relate to specific educational practices and procedures. A theoretical sample of school participants will be drawn from each of the schools selected. Comprising this sample will be students, teachers, administrators, and counselors. The participants will be chosen based on the relevance of their participation with regard to the four "harms." Open-ended, unstructured questionnaires and topic guides will be used to gather these data.

3. Observation Data. Observation data will be collected, as appropriate, to gather information regarding the "harms" as they relate to specific educational practices and procedures. A theoretical sample of school activities and/or processes will be drawn from each of the schools selected as is relevant. Observational check-lists and other appropriate means will be used to gather these data.

Observation data will also be collected, as appropriate, to gather information regarding the implementation of the seven programs receiving an in-depth assessment. A theoretical sample of activities and/or processes will be drawn from the sampled schools to be observed. Observational check-lists and other appropriate means will be used to gather these data.

Data Collection

Data collection will consist of several stages. First, the determination of high and low scoring schools on each of the four harms must be made. Data collection is necessary for the 'Reduction of Interracial Intolerance and Hostility' and 'Increased Access to Educational Resources and Post Secondary Education Opportunities' harms in order to determine the high and low scoring schools. Data related to the two harms 'Improved Academic Achievement' and 'Increased Self-Esteem' are already available from last year's testing. The determination of the high and low scoring schools with regard to these two harms can be readily determined.

Second, interview data will be collected from a sample of participants in the sample schools. Third, evaluation data of the specific programs will be collected by questionnaires and interviews.

All data collection activities will be coordinated so that a given site will have all data collection activities taking place during the same period.

II. RESEARCH APPROACH

Described briefly below are the approaches to be taken in collecting harms data, implementation data, and effectiveness data. In Section III we describe our approach for the analysis of 1983 achievement and attitude data.

Progress Towards Reducing the Harms of Racial Isolation

1. Limited Access to Post-Secondary Education. In January 1983, we will select a small sample (maximum N=6) of senior high schools in which students have high and low access to post-secondary education. Sample selection will be based on the percentage of June 1982 graduates who requested their transcripts to be sent to colleges and vocational schools. To estimate the error involved in this type of procedure, we will obtain information about actual student attendance from a small, randomly selected group of parents at each sample school. When possible, we will control for student achievement in the selection of sample schools, and will include a limited number of non-PHBAO schools for comparative purposes.

At each school, in-depth interviews will be conducted with teachers, principals, and counselors in an attempt to identify practices which relate to high and low levels of post-secondary educational outcomes. Practices to be examined include:

- tracking of students in vocational/academic classes
- collection and dissemination of information about colleges and scholarships
- development of student leadership
- exposure of students to a variety of career options
- quality/frequency of counselor interactions with students and parents
- school involvement with potential employers of students

2. Low Achievement. An attempt will be made to determine which factors and school practices differentiate between schools with high achievement and those with low achievement scores. Factors and practices considered may include, but are not limited to, teacher preparation, experience and expectations of students, time spent by students on learning tasks, school staff morale, parent-teacher communication, availability and utilization of textbooks, and the extent and nature of teacher supports (e.g., staff development, language instruction, salary differentials, school management training, etc.). Such considerations will be expanded and/or refined to include key process and outcome factors associated with the core cluster of PHBAO programs.

A small sample will be used, thus allowing labor intensive data collection procedures (i.e., observation and interviews). The sample will be stratified according to the level of achievement scores.

3. Low Self-Esteem. On-site interviews and naturalistic observations will be carried out at a selected sample of PHBAO schools. Included in this sample will be elementary, junior high, and senior high schools that are high self-esteem scoring schools and low self-esteem scoring schools, as assessed by the School Attitude Measure (SAM) data obtained in April, 1982.

The purpose of the interviews and observations will be to make explicit the educational practices and prevalent belief systems that appear to be operative in high scoring self-esteem schools and those that exist in low scoring self-esteem schools. Data will be collected from students, teachers, administrators, counselors and parents associated with each of the sample schools. An attempt will also be made to characterize the practices and belief-systems related to high and low self-esteem according to school level, i.e., elementary, junior high, and senior high.

Described below are those areas that will in all likelihood be examined in an effort to articulate the practices and prevalent belief systems that exist or do not exist in high-scoring and low-scoring self-esteem schools.

- the general self-concepts of the students
- perceptions the school staff has regarding the students' academic abilities
- the students' attitudes toward school in general
- the students' self-concepts as learners
- the availability of high self-esteem models for students
- the existence of school-related mechanisms where students receive recognition as intrinsically valuable and important individuals
- the presence of structured school activities where students are encouraged and motivated to be independent, to exercise their own potential, and to think for themselves
- the implementation of classroom activities where students' physical, mental and emotional capabilities are identified and nurtured
- the carrying out of academic practices that convey to students that education is meaningful and serves a real purpose in life

4. Interracial Intolerance and Hostility. Consistent with the overall program evaluation, the unit of analysis of the "harm," reduction in interracial hostility, will be schools. The high and low scoring schools will be determined by administering a short questionnaire to Integration Coordinators. For example, they will be asked to identify and rank those schools that exhibit high and low degrees of interracial intolerance and hostility. Those rankings will subsequently be converted to individual scores which will be summed to provide high and low scores for each school. Those PHBAO schools with the highest and lowest scores will be drawn for the sample. The sample will include elementary, junior and senior high schools

After the high and low scores on the harm of interracial hostility have been determined, a sample will be selected for interviewing.

Open-ended and structured questionnaires and topic guides will be used to gather data regarding interracial hostility. The integration coordinators, school administrators, such as principals and vice-principals, teachers and other staff members, such as counselors, students, and parents will be interviewed. Possible questions might include the following:

- What is the racial composition of the school?
- How do you know there is interracial hostility among your students?
- What activities seem to draw all kinds of students?
- What activities seem to draw particular types of students?
- Why do you think students fight each other?
- What do you do to try to teach students to cooperate with each other? (What do you do to try to cooperate with students of other ethnic groups?)

Program Implementation Analysis

1. Computer Assistance

Description: The Computer Assistance Program supports the utilization of hardware (computer equipment) and software (computer system) in 20 schools. The two available systems consist of (1) Student Data System, which includes student identification and class assignment information; attendance records and report generating capacity are being developed; and, (2) Computer Managed Instruction Reading, LAUSD.

Methods: The program utilizes data processing systems to reduce record-keeping related to programming, placement, and grading students and facilitates instruction specific to identified student needs.

Target Schools: 20 schools in high transiency areas.

Evaluation Topics:

General

1. How often are the two systems used in the schools?

2. How do administrators, school coordinators and teachers describe the benefits of each program?

3. To what extent is the capacity of each program used? (e.g., ID 99)

4. Has district support been useful and sufficient? (in-service, on-site visits, materiel)

5. Is record-keeping time reduced for teachers? If so, how is the freed time used?

CMI Reading

1. What percentage of computer operator time is devoted to running this program?

2. How useful are the reports in instructional planning and parent conferencing? Which of the reports are most useful for these purposes?

3. Which reports generated by this sub-system have teachers requested most often?

4. Are there differences in the students' growth in reading skills in those schools that use the program extensively and those schools that use it less extensively?

SDS

1. What percentage of computer operator time is devoted to running this program?

2. Who are the recipients of the reports that are generated?

3. Which of the programs are described as most useful?

2. Curriculum Alignment

Description: The Curriculum Alignment Project is based on the concept that: "Student instructional accomplishments will be more reliably attained and recognized when the three elements of a curriculum - objectives, instruction and assessment - are aligned." Instruction is focused on essential grade-level skills. Alignment is accomplished through instructional planning that involves five steps: review of grade-level objectives established by the District, setting priorities, planning instruction, checking progress, and acknowledging acccomplishments.

Methods: Using a trainer-of-trainers approach, District, region, and school level personnel, along with SWRL (program developers) consultants assist teachers in (1) matching their classroom instruction with the District-defined essential skills for reading, mathematics, and written language and (2) matching the time required for what they need and want to teach with the time actually available for instruction.

Target: All PHBAO schools

Evaluation Topics:

1. With what frequency have specified subject areas been selected by schools for curriculum alignment implementation?

2. How do trainers evaluate their role and function in the program?

3. How do teachers assess the utility of program related in-service.

4. To what extent do teachers engage in project activities? How helpful are these activities?

5. What recommendations do trainers, principals and teachers have for improvement?

3. Project Textbook

Description: The program is designed to improve the quality of instruction at program schools by ensuring that all students have individual textbooks for basic subject areas.

Objectives: To ensure that all students have basic textbooks.

To promote a sense of student responsibility for the books.

Methods: To determine basic textbook overages and shortages.

To coordinate District inventory with school inventory.

To provide staff development which focuses on the use of books.

To involve parents in promoting students' book maintenance responsibilities.

To encourage students to take responsibility for books through activities such as using rubber stamps ("Responsibility Is Mine") and making bookmarks and backpacks.

Target Schools: Two hundred ninety-eight PHBAO schools participate in the program. Two hundred thirty-eight are elementary schools, 37 junior high schools and 23 are senior high schools.

Study Sample: Data Collection: The sample will include 12 schools with four schools at each school level. At each school interviews will be conducted with the principal and four randomly selected teachers.

Evaluation Topics: Interviews will ascertain

- whether the program is "in place"
- whether ordering and distributing procedures are followed
- the usefulness of the program
- teachers' familiarity with the program
- problems with program implementation
- ways of improving the program

4. Student-to-Student Interaction

Description: This program is designed to increase positive student interaction among students of different ethnic groups.

Objectives: To reduce racial isolation.

To promote inter-cultural/racial understanding.

To promote positive student interaction.

Methods: Pairing areas and schools within areas to engage in the following activities:

. camping
. Sea Education Afloat (S.E.A.)
. Pre/Post activities for camp and S.E.A.

Involving the Student Integration Options Advisory Council Committee in promoting student interaction, providing input on program, personnel selection, and curriculum.

Target Schools: These schools consist of paired schools including PHBAO and non-PHBAO schools. The total number of PHBAO schools is 238 elementary, 37 junior high and 23 senior high schools.

Evaluation Topics:

1. How many students, in what ethnic group, participate in each activity?

   a. What factors seem to contribute to differenciated participation?

2. Did student knowledge/awareness of other ethnic groups increase?

   a. What kinds of knowledge/awareness do these students have?

3. Did student interaction with students from other ethnic groups increase?

   a. What activities seem to be most conducive to inter-ethnic interaction?

   b. What activities seem less conducive to inter-ethnic interaction?

4. Did student acceptance of students from other ethnic groups increase?

   a. Do students work, eat, play, and converse with students of other ethnic groups more now than they did two years ago?

5. Supplemental Counseling

Description: The Supplemental Counseling Program is intended to provide students with additional counseling assistance.

Objectives: To develop a whole-child approach to counseling so that students will receive maximum benefits from their three-year senior high school educational experience.

Methods: The Supplemental Counseling Program has as its goal a student-counselor ratio of 375:1. In addition, whenever possible, counselors are to maintain the same students for the duration of their senior high school experience.

Target Schools: Twenty-three PHBAO high schools are involved with the Supplemental Counseling Program.

Evaluation Topics:

Three groups will respond to the evaluation questions. They will be Supplemental Program counselors, regular counselors assigned to PHBAO high schools involved with the Supplemental Counseling Program, and students attending these designated high schools. Each group, where appropriate, will provide feedback to the following questions:

- Do the counselors, both regular and Supplemental Program counselors, meet individually with students on a regular basis?
- Are the counselors able to engage in group counseling activities when needed?
- Are the counselors able to assist students with such problems as low self-esteem and isolation?
- Is the student-counselor ratio of 375:1 satisfactory?
- Are the counselors adequately trained to perform their duties?
- What proportion of the counselors' time is consumed by counseling and non-counseling duties?
- Do the counselors provide students with help related to course requirements, graduation requirements, college entrance requirements, and career opportunities and career requirements?
- Do the counselors assist students in defining their three-year educational plan?
- Has the creation of the Supplemental Counseling Program resulted in changes in the structure and organization of the counseling programs?

6. Urban Classroom Teacher Program

Description: The basic goal of the Urban Classroom Teacher Program is to improve the staffing at 120 program schools.

Objectives: To recruit and retain teaching staff.

To upgrade teaching quality.

To provide additional services to students.

Methods:	To provide staff with salary differential. For teachers to assume additonal curricular and extra-curricular responsibilities for 2-1/2 hours weekly.
Study Sample/ Data Collection:	The sample will consist of 15 schools with five schools at the elementary, junior and senior high levels. An ethnographic case study approach will be utilized. At each school, interviews will be conducted with the principal and a random sample of four teachers. A limited number of parents and/or students will also be interviewed. Observations of before/after school activities will also be made.
Evaluation Topics:	The evaluation will address the following issues:

1. Procedures for involving Teachers in UCTP

   - Needs assessment process
   - Use of commitment forms
   - Relationship between commitment and needs
   - Effect of Lump Sum Differential on morale

2. Stability of Staff

   - Factors related to effective recruitment of teachers
   - Factors related to teacher absenteeism
   - Factors related to teacher turnover and stability

3. Additional Teacher Responsibilities

   - Scheduling of extra 2-1/2 hours weekly
   - Actual use of the time
   - Quality of the extra time
   - Student benefits from the activities

7. Bilingual Classroom Teacher Program (BCTP)

Description: The Bilingual Classroom Teacher Program (BCTP) was developed in order to meet the the needs of national origin minority students by providing (1) salary incentives to recruit and retain bilingual teachers at specific locations, and (2) improve the language services for Limited-English-Proficient (LEP) students.

Objectives: To have qualified bilingual teachers agree to assume additional assigned duties and responsibilities for two and one-half hours each week. The assumption is that these additional responsibilities will lead to improvements in curriculum, instruction, and services to NES and LES students.

Methods: In order to achieve this goal, the BCTP awards teachers possessing an appropriate bilingual credential a salary differential amounting to $2,000 per school year. In addition, those teachers who have been identified by the District as having A-level fluency in a language of need receive a differential of $1,000 per school year.

It is the responsibility of the principals who are at schools having a BCTP to assess the needs of their school, and then to develop goals and objectives for the particular BCTP. Each BCTP commitment must (1) be conducted on a regular basis; (2) have commitments approved by the principal and must assist in improving curriculum, instruction, and services to students; and (3) have a specific number of pupils involved.

Target Schools: All 298 PHBAO schools are eligible for BCTP.

Evaluation Topics: The evaluation of the BCTP will consist of three foci. The first will assess what impact the BCTP has made with regard to the language services provided for LEP students. The second focus of the evaluatin will deal with the issue of the recruitment and retention of bilingual teachers. The third will focus on the program's implementation. Naturalistic observations and interviews will be used to ascertain:

1. The effects of the BCTP on curriculum improvement, instructional quality, and added support services.

2. The attrition pattern of bilingual teachers.

3. The instructional and emotional impact of the two and one-half hour responsibility assignment.

4. How and to what degree the BCTP is monitored

5. How and to what degree school principals conduct a needs assessment at their particular schools before establishing goals and objectives for their respective BCTPs.

6. The relationship between the morale of the bilingual staff and the monetary incentive provided for staff.

Evaluation Sample:

Fifteen schools will comprise the study sample. Specifically there will be five elementary schools, five junior high, and five senior high schools.

Effectiveness Analysis

Several programs have been instituted in the LAUSD in order to provide particular types of assistance to PHBAO schools. These programs were designed to improve teacher quality, educational leadership and curriculum. This part of the 1982-83 year's evaluation will attempt to assess the overall effectiveness of each of these programs. The effectiveness will be determined in relation to the fulfillment of objectives as specified for each program.

1. Sample

   The sample will consist of the 124 schools drawn during the 1981-82 school year. Sixty-four elementary, 37 junior high, and 23 senior high schools are involved. Year-round schools are included in this sample.

2. Analysis

   Comparisons will be drawn across three areas:

   1. Bilingual Classroom Teacher Program vs. the Urban Classroom Teacher Program
   2. The Year-round Schools vs. the non-year-round schools
   3. The programs within each heading

3. Method

The evaluation will consist of questions which address each program and the objectives to be fulfilled. For example, one of the objectives in the Staff Development Program is to improve instructional strategies. One of the questions asked of teachers might be: How effective has the Staff Development Program been in improving your instructional strategies? Similar information would be gathered for each of the programs. The intent is to determine the overall effectiveness of each of the programs. The effectiveness will be judged in two different ways: Have the program's objectives been fulfilled? and Have the programs improved teacher quality, educational leadership and curriculum?

Programs to Improve Teacher Quality

A total of eight programs were developed and designated by the PHBAO program staff to improve teacher quality. The programs are:

Bilingual Classroom Teacher Program
Class Size Reduction Program
Language Acquisition Program
Leadership Training Team Program
Maintenance Alteration/Improvement Program
Staff Development
Urban Classroom Teacher Program

Programs to Improve Curriculum

These eight programs were designed to improve curriculum:

Computer Assistance
Curriculum Alignment
Extended School Day Program
Parent Teacher Conference Program
Project AHEAD
Project Textbook
Student-to-Student Integration
Supplemental Counseling Articulation

Programs to Improve Educational Leadership

There are two programs which were designed to improve educational leadership:

Administrative Development
Selection of Department Chairperson

III. ANALYSIS OF ACHIEVEMENT AND ATTITUDE DATA

Achievement Data

The achievement of elementary school students will be measured by the Survey of Essential Skills (SES). This is a criterion-referenced test developed by the Southwest Regional Laboratory and adopted by the District for universal use at the elementary level. The Comprehensive Tests of Basic Skills (CTBS) will be used to measure secondary student achievement.

The 1982-83 achievement test data will be analyzed from five perspectives:

1. Analyses in relation to norms - the spring, 1983 PHBAO test results will be compared with relevant standards (i.e., at the elementary level, District standards for the SES; at the secondary level, national norms for the CTBS).

2. Analyses over time - the spring, 1983 scores will be compared with the spring, 1981 and the spring, 1982 scores for those schools in the program for three or more years and with the spring, 1982 scores for those schools in the program for two years.

3. Analyses by length of program implementation - the spring, 1983 scores for schools in the program three or more years will be compared with the 1983 scores for schools in the program for two years.

4. Analyses by type of teacher program - a comparison of the spring, 1983 test scores of those schools participating in the Urban Classroom Teacher Program and those in the Bilingual Classroom Teacher Program will be made. Using the same UCTP and BCTP dichotomy, comparisions of scores over time and by length of program implementation will be developed.

5. Analyses by school schedule - there will be a comparison of spring, 1983 test scores for those schools on regular schedule and those on year-round schedules.

The full range of comparisons (i.e., items 1 through 5, above) will cover elementary schools. The range will be somewhat constricted at the secondary level given the lesser variation in length of program implementation and school schedules

Attitude Data

The assessment of the attitudinal changes occurring in the PHBAO students will be measured by the School Attitude Measure (Scott, Foresman and Company, 1980). The School Attitude Measure (SAM) is a norm-referenced test, adopted by the District for use with its elementary, junior high, and senior high students.

The 1982-83 attitude data will be analyzed from two perspectives:

1. Analyses in relation to norms - the 1982-83 SAM test results will be compared with national norms as well as District norms.

2. Analyses over time - the 1982-83 SAM scores will be contrasted with the SAM scores obtained during the 1980-81 and 1981-82 academic years. These contrasts will be made in relation to national standardization samples.

The above two analyses will be conducted for the non-Year-Round schools as well as the Year-Round schools.

IV. TIME LINE

December 20, 1982	- Submit Evaluation Plan
January 7, 1983 January 10 - 31, 1983	- LAUSD responds to Evaluation Plan instruments development
January 3 - 28, 1983	- Selection of sample schools
February 1 - April 16, 1983	- Harms Progress and Implementation data collection
March 1, 1983	- Mid-year report due
April 19 - May 31, 1983	- Analysis and report writing
June 1, 1983	- First draft of Final Report
June 2 - June 11, 1983	- Evaluation Office review of draft
June 21 - June 29, 1983	- Revision of Draft Report
June 30, 1983	- Final Draft
October 1, 1983	- Final Draft to Court and review by LAUSD staff

EVALUATION DESIGN

MED-COR PROGRAM (PHBAO)
SECTION F

1982 - 83

DESIGN FOR EVALUATION

OF

UNIVERSITY OF SOUTHERN CALIFORNIA

SCHOOL OF MEDICINE MED-COR PROGRAM

John Wright, Ed.D., Consultant
September 30, 1983

EVALUATION PLAN AND DESIGN

Med-Cor has been in operation for more than a decade. During that period, the program has been consistantly improved and the clientele it serves has been changed to include more junior high school students. By increasing recruitment efforts in the direction of younger students, it has been reasoned that the remedial and support aspects of the program will increase the potential for being successful. Evaluations have found that since the shift to acquiring participants at an earlier age, a smaller percentage of students have dropped out of the program.

Med Cor continues to be a part of the district's effort to "reduce and ultimately remove consequences of racial isolaton". Med-Cor embraces three specific goals of court approved PHBAO programs to provide students opportunity to: (1) improve self esteem, (2) improve levels of academic achievement, and (3) allow access to post graduate educational and employment opportunities.

Sufficient evaluations have been done to establish that Med-Cor is a successful program and is accomplishing its major objectives at a very acceptable level. The 1982-83 evaluation will therefore concentrate on monitoring the continued attainment of its goals and will in addition attempt to gather input from Med-Cor students about how to improve program efforts to meet student needs.

Following are the questions to which the 1982-83 evaluation will seek answers. A chart detailing the source of information and method to be used in seeking answers to the questions and a time line of evaluation events is attached.

1982-83 Evaluation Questions

1. How successful was the Med-Cor program in 1982-83?
   1.1 Was attrition in enrollment reduced when compared with previous years?

1.2 Was attendance improved?

1.3 What portion of the June 1982 graduates pursued college degrees and health related careers? (PHBAO Goal)

2. How effective were the major components of the program?

2.1 Tutorial program?

2.1.1 Were steps taken to make English tutoring more effective?

2.1.1.1 If taken, were the steps helpful?

2.1.2 Were steps taken to make the Saturday program more interesting to students and more effective in meeting their needs?

2.1.1.1 Did academic achievement improve? (PHBAO Goal)

2.1.1.2 What do students think the program needs to be more effective in meeting their needs?

2.2 Summer program?

2.2.1 What evidence exists of the success of the summer program?

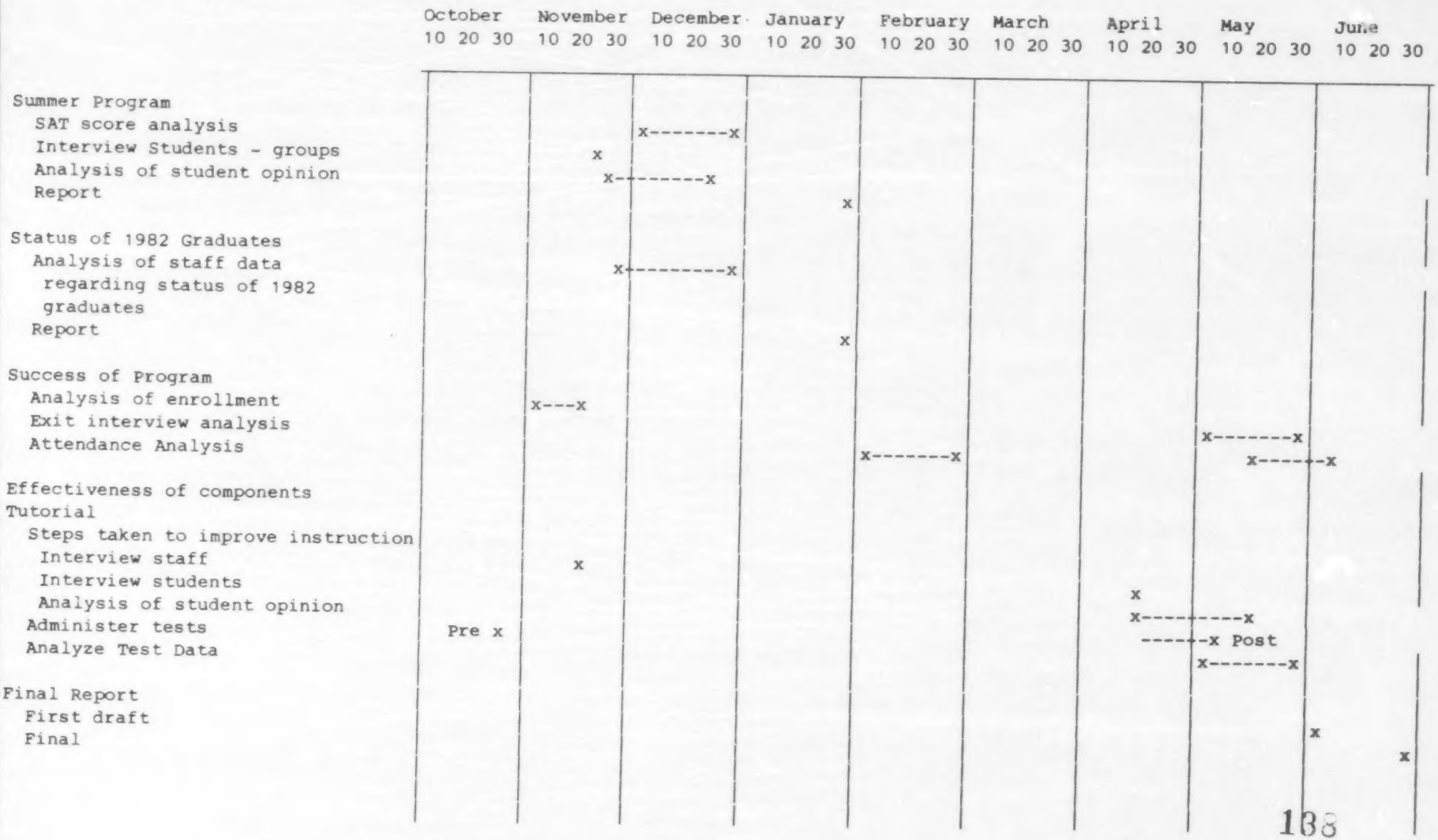
2.2.2 Does self-esteem of participants improve? (PHBAO Goal)

2.2.3 What changes or improvements do students want in the summer program?

EVALUATION	HOW MEASURED	SOURCE INSTRUMENTS	PREPARED BY	ADMINISTERED BY	HOW PREPARED
1. Overall success					
1.1 Reduced attrition	Analysis of enrollment Exit interview data analysis	Staff records Exit interview form	----------	----------	Table Descriptive
1.3 Improved attendance					
1.3.1 Compared with previous years	Analysis of records	Staff records	----------	----------	Table
1.4 Pursuance of advanced study and health careers by June 1982 grads	Analysis of status of June grads in October 1982	Staff records	Staff	Staff	Tables
2. Effectiveness of components					
2.1 Tutorial program					
2.1.1 Steps taken to improve instruction in English	Interview staff	----------	----------	----------	Descriptive
	Question students	Group Discussion and Interview	Evaluator	Evaluator with Staff assistance	Descriptive
2.1.1.1 Success of steps	Question students	Group Discussion and Interview	Evaluator	Evalautor with Staff assistance	Descriptive
2.1.2 Effectiveness of tutoring	Analysis of test scores pre-post	Tests	Staff	Staff	Chart of mean gains
Steps taken to make the Saturday Program more interesting and helpful to students	Interview Staff	----------	----------	----------	Descriptive

EVALUATION		HOW MEASURED	SOURCE INSTRUMENTS	PREPARED BY	BY	PREPARED
	2.1.2.1 Success of Steps	Question Students	Group Discussion and Interview	Evaluator	Evaluator with Staff assistance	Descriptive
2.3	Summer Program Success and needs	Analysis of SAT test success	Returned Sat scores	----------	----------	Table
		Analysis of student opinion	Group discussion and interview of seniors	Evaluator	Evaluator with staff assistance	Descriptive
					----------	

TIME LINE OF EVALUATION EVENTS



1982-83 Evaluation of Med-Cor
Event Schedule For Med-Cor Staff
Assistance to Evaluator

Due Date	Item
October 20, 1982	Administer fall tests
November 1, 1982	SAT score data for summer 1982
November 1, 1982	Provide evaluation official enrollment count
November 20, 1982	Staff record data regarding status (and major if college enrolled) of June 1981 graduates
November 13, 1983	Assist evaluator in conducting discussion by seniors
November 20, 1983	Provide evaluator with test score data
February 1, 1983	Provide evaluator with fall attendance data
March 30, 1983	Provide evaluator with exit interview data
April 16, 1983	Assist evaluator in conducting discussion by representative students
May 15, 1983	Administer spring tests
May 30, 1983	Provide evaluator with test score data
May 30, 1983	Provide evaluator with spring attendance data

EVALUATION DESIGN

SCHOOL READINESS LANGUAGE
DEVELOPMENT PROGRAM (PHBAO)
SECTION G

EVALUATION DESIGN
1981-83

School Readiness Language Development Program:

A Prekindergarten Program for

Predominantly Hispanic, Black, Asian, and Other Non-Anglo Pupils

Paula Moseley
Temporary Advisor

Research and Evaluation Branch, Survey Unit

Los Angeles Unified School District

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

School Readiness Language Development Program
Evaluation Design for 1981-83

Background Information

In October 1977, a student integration plan titled Integrated Educational Excellence Through Choice was submitted to the Superior Court of the State of California. Special provisions were included for programs designed to meet the needs of students who would attend racially isolated schools. During the spring semester of 1979, approval was obtained for the implementation of the School Readiness Language Development Program (SRLDP).

The Crawford decision identified low self-esteem, low academic achievement, interracial intolerance, and lack of access to postgraduate education and employment opportunities as harmful consequences of racial isolation. The SRLDP addresses three of these consequences. The program prepares pupils for future success in regular academic school programs by providing them the opportunity to acquire needed communication skills. Activities for the development of self-image and multicultural awareness are included in the Prekindergarten Skills Inventory Profiles developed for the program. The direct relationship between the SRLDP and postgraduate educational and employment opportunities cannot be determined at this time. Recent research, however, states that preschool education contributes to the child's success in school and commitment to education, which may result in higher educational attainment, occupational status and income.[1]

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[1] L. D. Schweinhart and D. P. Weikart, Young Children Grow Up: The Effects of the Perry Preschool Program on Youths Through Age 15, High/Scope Press, Ypsilanti, Michigan, 1980, p. 63.

Children with culturally disadvantaged backgrounds often have a poor self-image, are linguistically handicapped, and lack the experiential background needed to be successful in school. Language and communication skills are vital because they affect academic achievement, vocational opportunity and social advancement. When children are able to communicate and have been given appropriate experiences prior to starting school, their chances for success are improved.[2]

EVALUATION DESIGN

The evaluation design includes both implementation and progress data. The evaluation is organized around the 10 annotated questions listed below. The first 5 questions describe the program implementation. Questions 6-10 discuss progress data. After each question, the evaluation activities used for data collection are described.

Implementation Evaluation

The implementation evaluation centers around these five questions:

1. To what extent was the SRLDP implemented according to the plan submitted to the court?
2. To what extent were the recommendations made in the year-end reports implemented during the following school year?
3. To what extent were the roles and responsibilities of the administrators and advisors of the SRLDP performed as planned?

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[2]Kenneth Johnson, Teaching the Culturally Disadvantaged: A Rational Approach, Science Research Associates, Palo Alto, 1970, pp. 20, 144.

Interviews with administrators, survey forms, and observation of program activities will collect the data needed to answer questions 1 through 3. A description of where the program was implemented, the number of schools in each area, and the criteria for selection of school sites will be included.

4. What staff development needs were identified by the principals, teachers, parent education teachers, and aides? To what extent were these needs included in the staff development sessions planned for the year?

A needs assessment survey, questionnaires and interviews with administrators will answer question 4. At the first district-wide staff development, participants will complete a needs assessment to determine the topics of highest interest. Questionnaires distributed at subsequent meetings will be used to determine if the needs of the participants were met.

5. What changes in the program organization and structure were made during the school year? Why were the changes made, and with what results?

The data regarding changes in the program organization will be collected through interviews, observation, and questionnaires. An analysis of the purpose of the changes and the results will be included.

Progress Evaluation

The progress evaluation addresses these five questions:

6. How do the children in the SRLDP compare academically with other preschool-aged children?

A sampling of SRLDP children will be tested using the Cooperative Preschool Inventory. The test results of the SRLDP children will be compared with national norms to answer question 6.

7. What progress did children make in school readiness skills?

The progress of the children will be measured using the results of the testing program, and a summary of the skills assessed with the SRLDP Skills Continuum.

8. What benefits did the parents derive from the parent education program?

The parent education program will be assessed with questionnaires for participants and their instructors.

9. How beneficial were the staff development sessions provided for teachers and education aides?

Data collection for the staff development sessions will include needs assessment and evaluation forms completed by the participants.

10. How did the teachers, education aides, and area advisors involved in the SRLDP feel about the program?

Questionnaires completed by each of the groups listed above will be summarized to answer question 10.

EVALUATION DESIGN

VOLUNTARY INTEGRATION AND YEAR-ROUND SCHOOLS PROGRAMS SECTION H

1982-83 Evaluation Design

Voluntary Integration
and
Year-Round Schools Programs

Submitted to the

Los Angeles Unified School District

December 17, 1982

Evaluation Planning Team

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Chapter I
Introduction

This document presents a plan for the second year of a two-year evaluation of Voluntary Integration and the Year-Round Schools (YRS) programs in the Los Angeles Unified School District. Voluntary Integration programs include: Continued Integration programs (CIP), Magnets, and Permits With Transportation (PWT). Voluntary Integration and YRS programs were outlined in the District's plan for desegregation submitted to the Court on June 30, 1981.

The evaluation plan, submitted by the Evaluation Planning Team in 1981-82, provided the basic framework for the two-year period 1981-83, and was guided by policy needs in the District as identified in the District Submission[1] and subsequent discussions with District staff. The development and focus of the 1982-83 plan were guided by the two-year plan as refined, based on the findings during the first year and additional discussions with District staff.

The remainder of this chapter includes an overview of the District Submission and the specific programs to be examined during 1982-83, as well as, a description of the overall evaluation framework plus anticipated products and timelines for the study. Chapters II and III describe the methodology to be used in examining the Voluntary Integration programs (CIP, Magnet, PWT) and the Year-Round Schools program, respectively. Where appropriate, relevant sections are repeated from the 1981-82 evaluation plan.

The Los Angeles Unified School District submitted its plan for desegregation on June 30, 1981, in response to a Court ordered mandate to take reasonably feasible steps to alleviate segregation and its accompanying harms. This Submission focused on the 1981-82 school year but was also intended to serve as a plan for integration in the District over the next several years. Three goals were identified in the Submission:

1) To provide the maximum number of predominantly Hispanic, Black, Asian, and Other non-Anglo (PHBAO) students with the opportunity to attend school in a desegregated setting.

2) To preserve the integrated nature of schools and neighborhoods that have achieved this status through residential integration and programs for voluntar integration.

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[1] The District's plan for desegregation

3) To alleviate the harmful effects of racial isolation for those students who will remain racially isolated because of the District's predominantly Hispanic, Black, Asian, and Other non-Anglo (PHBAO) enrollment.

The District Submission contained several program components encompassing all schools in the District according to their classification as participants in: 1) Continued Integration programs (CIP), 2) Magnet School programs, 3) Permits With Transportation (PWT) program, 4) predominantly Hispanic, Black, Asian, and Other non-Anglo (PHBAO) school programs, and 5) Year-Round Schools program.

The District Submission also contained an evaluation component designed: 1) to assess the effectiveness of the Voluntary Integration programs; 2) to analyze the Year-Round Schools program; and 3) to provide an ongoing review of the District's progress toward alleviating the harms of racial isolation. To assist with this effort, an Integration Evaluation Planning Team of five outside consultants was established to work in cooperation with the District's Research and Evaluation Branch. (A separate team of consultants was established to conduct the evaluation study of PHBAO school programs. A separate report was prepared for 1981-82 and is planned for 1982-83.)

Voluntary Integration Programs

Voluntary Integration programs are designed to maximize the number of predominantly Hispanic, Black, Asian, and Other non-Anglo (PHBAO) students who have an opportunity to attend desegregated schools. Programs in this category include:

- Continued Integration programs (CIP)
- Magnet School programs
- Permits With Transportation (PWT) program

Continued Integration Programs

Continued Integration programs (CIP) allow students who participated in pairs and clusters under the mandatory desegregation program to continue their relationship by: 1) continuing to attend on a Continued Voluntary Permit (CVP) the school, with which their resident school was paired or clustered

during the 1980-81 school year; 2) participating in inter-school projects with pupils from formerly paired or clustered schools; and 3) participating in planned inter-school activities focusing on enhancing leadership skills. One hundred and fifty-three schools were eligible to participate in CIP during 1981-82 and 1982-83. However, this study will focus only on the CVP program component of the CIP programs.

Magnet School Programs

Magnet schools and centers were established to give students the opportunity to attend an integrated school with a specialized curriculum offering. Magnet programs include full school magnets and magnet centers located on regular school campuses. Magnets are organized around a particular subject field or may offer a unique instructional design. Eighty-four magnet schools and centers opened in September 1981, with an enrollment approaching 18,000 students. Eighty-six magnet schools and centers are operating during 1982-83 with an approximate enrollment of 20,462.

Permits With Transportation (PWT) Program

The Permits With Transportation (PWT) program gives students the opportunity to transfer voluntarily from specified schools in one area of the District to designated schools in other areas. Transportation is provided. The purposes of PWT are:

- to provide a desegregated education for students
- to reduce racial isolation
- to relieve overcrowding
- to provide for more effective utilization of classroom space

Participating students become a part of the receiving schools for all purposes and have the same privileges and responsibilities as resident students. In 1981-82, virtually every school with a White enrollment of 40% or greater (136 schools) was eligible to be a PWT receiving school. Nineteen thousand two hundred and eighty-one predominantly Hispanic, Black, Asian, and Other non-Anglo (PHBAO) students participated during 1981-82. During 1982-83, there were 137 PWT receiving schools and 20,686 PHBAO students participating.

Year-Round Schools

The District Submission and District personnel indicated that overcrowding is one of the most critical problems facing the District. The Year-Round Schools program was established as one of the District's responses to overcrowded schools. During 1981-82, there were 90 schools operating on year-round calendars serving 119,016 students. The number of schools operating on year-round schedules grew to 95 with a total of 124,195 students enrolled during 1982-83.

The District utilizes the 45/15, 90/30, and Concept-Six schedules for year-round education. With the 45/15 schedule, a pupil is in school for 45 days (9 weeks) followed by 15 days (3 weeks) of vacation. With the 90/30 schedule a pupil is in school for 90 days (one traditional semester) followed by 30 days of vacation (one-half of the traditional vacation). With the Concept-Six schedule a pupil is in school for 163 days, 390 minutes per day as contrasted to 176 days, 360 minutes per day in the traditional calendar or as in the 90/30 year-round secondary schools.

Table I-1 presents the approximate number of schools and students participating in the Voluntary Integration and YRS programs during 1981-82 and 1982-83.

Since the Voluntary Integration programs and the Year-Round Schools program differ substantively in purpose, the two-year evaluation plan treated them as two separate studies.

Chapter II of this plan includes the methodology and evaluation design for the Voluntary Integration programs, while Chapter III gives similar information for the Year-Round Schools study. Each chapter provides a conceptual framework for the evaluation effort to be undertaken, including sampling methodology, instrumentation, data collection strategy and timeline, and data analysis techniques to be used.

Programs for both voluntary integration (CIP, Magnet, and PWT) and Year-Round Schools (YRS) were examined during 1981-82 and will continue to be studied during 1982-83. Consistent with the priorities and policy concerns expressed by District personnel, the Team placed greater emphasis on the Voluntary Integration programs during the first year. More specifically, in addition to the Team's primary data collection, a university sub-study was commissioned to conduct in-depth interviews of parent and student

Table I-1
Number of Schools and Students: 1981-82 and 1982-83

Programs	1981-82		1982-83	
	Schools	Students	Schools	Students
Continued Integration	153*	75,209*	79**	2,842**
Magnets	84	17,686	86	19,102
Permits With Transportation	136	18,876	137	20,686
Year-Round Schools	90	119,016	95	124,195
Total	**463**	**230,787**	**397**	**166,825**

*Number of schools and students eligible to participate in the Continued Integration programs (CIP) including the Continued Voluntary Permits (CVP) program.
**Number of schools and students participating in the Continued Voluntary Permits program.

understandings of the programs. During 1982-83 greater emphasis will be placed on the Year-Round Schools (YRS) study, as proposed in the two-year plan. The Team still feels this deployment of its limited resources is consistent with the District's expressed information needs and is sensitive to the formative nature of the YRS program.

Anticipated Products and Timelines

Table I-2 shows the proposed products and timelines for Voluntary Integration programs study and the Year-Round Schools study, respectively.

This timeline was jointly agreed upon by Team members and District staff. It provides for midyear reports of operational progress to be submitted in April 1983, and initial drafts of final reports in June 1983. This timeline allows for review by the program staff and the incorporation of achievement test data over the summer, with final reports to be submitted by the Team to the District on September 20, 1983.

Table I-2
Products and Timelines: 1983

Program staffs' written reactions to the evaluation design	January 7
Instrumentation development and review by program staffs	January 10-31
Midyear progress reports (operation reports)	April 1
Initial drafts of final reports	June 1
Final drafts of final reports	June 30
Program staffs' written reactions to the reports	July 1 - August 31
Final reports	September 20
Submission of reports to the Court	October 1

Chapter II
Methodology: Voluntary Integration Programs

Purposes and Issues

As stated in the two-year plan, the primary purposes of the studies of the Voluntary Integration programs are to provide information on the measures taken and progress achieved by these programs. As such, these purposes require an evaluation of "process" or the actions taken within each program under the present conditions and of the "outcomes" or the impact on students. Thus, the first step in formulating an evaluation design for the voluntary integration effort involved identifying the important "processes" and "outcomes" for the three programs under study: Continued Integration, Magnet, and Permits With Transportation (PWT).

The Team relied heavily on previous formulations and findings in order to assure continuity between the 1981-82 and 1982-83 efforts. In addition, the Team received direction from District staff on the relative emphasis on process and outcome in the studies. In defining important dimensions of program process, the Team continued to direct its efforts using both the statements of program purpose previously derived from program literature and discussions with key District personnel. (See Table II-1.) Each of the three Voluntary Integration programs is designed to provide a mechanism for desegregation/integration. The Magnet programs provide these experiences focused around special interests while the PWT program provides them within the regular school program. Although not directly reflected in the statement of program purpose, the CIP relies on the regular school for the Continued Voluntary Permits (CVP) program.

Table II-1
Voluntary Integration Programs: Stated Purposes

Programs	Purpose
Magnet	To provide a mechanism for voluntary integration focused around special interests.
Permits With Transportation	To provide a mechanism for voluntary participation in a desegregated regular school program.
Continued Voluntary Permits	To provide a mechanism for positive integration experiences for students previously engaged in mandatory desegregation programs.

Second, the Team refined the inquiry into program process based on the findings of the 1980-81 studies as well as the views of District administrators about areas of concern. In some cases, this involved curtailing the collection of data on issues which were judged to be satisfactorily addressed in previous studies, such as the demonstration of the fidelity of Magnet programs. In other cases, continuation of previous data collection was called for with issues of ongoing concern, such as the educational opportunities of PWT students within their resident schools. Finally, in other cases, the focus was expanded to include emerging issues of concern such as the post-secondary advising of magnet students.

In defining the important "outcome" areas to be addressed, the Team relied primarily on direction from the Court. Four harms associated with racial isolation were identified in the Crawford case: 1) academic achievement, 2) attitudes, 3) post-secondary opportunities, and 4) intergroup interaction. Progress toward the reduction of these harms was maintained as an area of inquiry in the evaluations.

The above processes led to the formulation of a set of evaluation issues to guide the studies during 1982-83. These issues are presented in Section A of Table II-2 for the process component of the evaluation and Section B of Table II-2 for the outcome component. In most cases, the issues apply across all programs. In some cases, the issue applies to a particular program or a particular program component, depending on the context in which the program operates. These restrictions are noted accordingly in the table.

It should be noted that the evaluation issues related to process are divided into three main categories: 1) program mechanism, 2) desegregation/integration policies and practices, and 3) school practices. The first two categories are derived directly from the statements of program purposes. The issues related to the program mechanism examine shifts in District procedures for presenting programmatic offerings to parents and students. Further, the ultimate results of the mechanism, that is, the characteristics of participating students and schools, are also delineated. The issues related to desegregation/integration go beyond the assignment of students, to examine the policies and procedures that contribute to positive and meaningful integrated interactions both inside and outside the classroom. Futhermore, the importance of staff perceptions and attitudes and actions taken to address ongoing concerns are recognized and targeted for further inquiry.

The third category is derived from the context in which the programs operate. Regular school practices refer to efforts taken to incorporate the student into the regular school program where appropriate and to accommodate the needs of program participants. The issue related to outcome explicates the four harms identified in the Crawford case and inquires into the degree of progress made toward their reduction.

The evaluation issues in Table II-2 provide the conceptual framework for the design of the evaluation methodology. More specifically, they guided the preliminary substantive decisions about sampling, instrumentation, data collection, and data analysis outlined in the subsequent sections of this plan. Futhermore, the issues will also guide the refinement and implementation of study methods and procedures.

Table II-2
Voluntary Integration Programs: Evaluation Issues
1982-83

Evaluation Issues	Programs		
	Magnet	PWT	CVP
A. Process Evaluation			
1. Mechanisms			
a. What changes have been made in mechanisms for explaining program options to parents and students during 1982-83?	X	X	X
b. What are the characteristics of students chosen to participate?	X	X	X
c. Do program mechanisms result in students being enrolled in desegregated schools?	X	X	X
2. Integration/Desegregation			
a. How do policies and procedures inhibit or contribute to integration?	X	X	X
1. administration			
2. classroom			
3. extracurricular			
b. What types of services are delivered as part of the program?	X	X	X
c. What are the perceptions and attitudes of school personnel toward the program?	X	X	X
d. What additional arrangements have been undertaken during 1982-83 to address particular areas of concern?	X	X	X
3. School Program			
a. What efforts are made to encourage the incorporation of transfer students into the regular school program?		X	X
b. What actions are taken to accommodate the needs of program participants?	X	X	X
B. Outcome Evaluation			
1. What progress appears to have been made in reducing the harms set forth by the Court in the Crawford decision?			
a. Achievement	X	X	X
b. Attitudes	X	X	X
c. Post-secondary opportunities	X	X	
d. Social interaction	X	X	X

The Team proposes continuing the multi-level approach to data collection depending on the nature and availability of the desired information. These levels vary from a complete census of the entire population of schools to a more intensive study of a small number of selected sites. More specifically, three levels are envisioned: 1) census of the entire population on data such as demographic characteristics, 2) a survey sample, and 3) a smaller observation sample. This approach is described in greater detail in the following sections.

Sampling

The sample of schools selected for the 1981-82 study will be maintained during the 1982-83 study with a few minor adjustments. This approach will help assure continuity and comparability of data over the two-year period. The following paragraph provides an overview of the approach initially used in sampling procedures developed for the 1981-82 study which will be continued this year. Deviations from previous procedures planned for 1982-83 are noted, as appropriate.

While separate samples were drawn for the 1981-82 study of the CVP, Magnet, and PWT programs, the approach to their sample selection was largely identical. In each case, a stratified random selection of schools was employed. The choice of stratification dimensions was a result of the specific programmatic thrust and is discussed in the following subsections for each program. The size of the school sample for the different programs reflects limitations proposed by available resources and the relative priority of the programs for study. Further, it should be noted that information on selected demographic characteristics will be gathered for the complete census of schools in each program at selected grade levels. The following subsections also describe the procedures for selecting samples of teachers and students in participating schools. The sampling procedures used with Magnet programs is presented first, followed by a discussion of the sampling of PWT and CVP schools since the procedures for the latter two programs closely parallel each other.

Magnet School Programs

During the 1981-82 school year, 84 Magnet programs operated in the District. They represented a variety of educational programs, student populations, grade level configurations, and physical locations. In developing the sampling strategy for these programs, the Team built upon the results of the 1980-81 evaluation as well as the issues raised subsequently by the Court and the District. Four areas were identified as particularly worthy of investigation: 1) the effects of different programmatic offerings, 2) the influence of the racial/ethnic composition of the magnets, 3) the influence of length (time) of existence as a magnet, and 4) the impact of the location of the magnet within the District.

To maximize the Team's ability to study these areas, it was decided to employ a sampling strategy that would utilize stratification dimensions implied by these areas. For example, the influence of programmatic thrust could be studied by stratifying the magnets according to program type. Based on the 1980-81 study of Magnet programs, magnets were classified into program types, such as: content-oriented, process-oriented, or special population.

The effects of the racial/ethnic composition of the magnets were investigated by stratifying the programs with respect to the percentage of non-White students. Magnets were considered as desegregated if the racial/ethnic composition of their students was 40 to 60% non-White or racially impacted if their student composition was greater than 60% non-White.

Since nineteen of the twenty new Magnet programs were at the senior high school level, the Team decided that it would be best to draw separate samples at each grade span to insure adequate representation of new programs. Thus, three separate samples were drawn: one at the elementary school level, one at the junior high school level, and one at the senior high school level.

The physical location of the magnets was not used as a stratification dimension because the number of sampling cells would exceed the total sample size. Futhermore, the matrix composed of program type, racial/ethnic composition, and grade level seemed to insure an adequate and comprehensive range of locations in the resultant sample. The sampling matrices resulting from this process are presented in Tables II-3 through II-5.

Originally, it had been proposed that a sample of 40 magnets be included in the 1981-82 evaluation. However, after examining the resultant sampling matrices, it was decided that a total of 44 magnets should be sampled. This number allowed the resultant sample to include at least one site per sampling cell and to include all those magnets studied in the previous year (1980-81). The decision to include the sites from the previous year was based upon the desire to capitalize on the previous data collection and to create a longitudinal profile for some of the magnets. As a result, 25 elementary magnets (15 from the former sample), 10 junior high school magnets (five from the former sample), and nine senior high school magnets were sampled. (All magnets at this level were new and were included in the sample.) It should be noted that all the magnets from the former sample were of the desegregated type since the 1980-81 study was only concerned with programs addressing a racially balanced population.

The sampling of teachers and school staffs within the magnets was also conducted through stratified random sampling. In this case, the stratification dimensions were grade level and academic subject matter. Because of the interest in all levels of the educational process, pivotal grade levels were selected to represent the entire process, specifically, grades 5, 6, 8, 10, and 12. The sample of secondary teachers was selected, both from academic and non-academic subject areas. Employing the same sampling procedures as the 1980-81 study resulted in a sample of teachers of English and physical education, or other non-academic subjects. English was selected because of its role as a core subject in the secondary curriculum.

It is proposed that the same sample of Magnet programs, identified according to the procedures described above, be included in the 1982-83 study. In addition, it is proposed that grade 12 students in the two Magnet programs containing students at this grade level be included in the sample so that post-secondary plans (at least of the small group of relevant program participants) may be examined.

PWT Program

The examination of the PWT program has focused on the receiving schools, that is, schools to which PWT students are transported. Because of the potential importance of the feeder patterns between schools of the various

Table II-3
Sampling Matrix for Elementary Magnet Schools

Program Type	Total Number of Desegregated Magnets	Number Sampled	Total Number of Racially Impacted Magnets	Number Sampled
Content Oriented				
Center for Enriched Studies (N = 3)*	3	1	--	--
Other (N = 10)*	7	3	3	3
Process Oriented				
Alternative (N = 4)*	3	2	1	1
Fundamental (N = 10)*	6	4	4	2
Special Population				
Gifted (N = 12)	9	5	3	1
Highly Gifted (N = 4)	3	2	1	1
Totals	31	17	12	8

* A total of ten extended schools are included in the various program types.

Table II-4
Sampling Matrix for Junior High Magnet School

Program Type	Total Number of Desegregated Magnets	Number Sampled	Total Number of Racially Impacted Magnets	Number Sampled
Process Oriented				
Fundamental (N = 3)	2	1	1	1
Special Population				
Gifted (N = 8)	5	2	3	1
Highly Gifted (N = 2)	2	1	--	--
Other				
(N = 6)	3	1	3	3
Totals	12	5	7	5

Table II-5
Sampling Matrix for Senior High Magnet Schools

Program Type	Total Number of Desegregated Magnets	Number Sampled	Total Number of Racially Impacted Magnets	Number Sampled
College Incentive (N = 8)	--	--	8	3
Math/Science (N = 6)	3	2	3	2
Performing Arts Visual Arts (N = 3)	3	--	--	--
Humanities/Other (N = 7)	2	1	5	1
Totals	8	3	16	6

grade levels, it was decided to perform a linked sampling procedure across grade level configurations. This sampling approach allowed the Team to study the transition of PWT and non-PWT students as they progressed through the normal receiving school feeder patterns.

Implementation of this strategy required stratified random sampling at the senior high school level. Then, for those senior high schools selected into the sample, a random sample of their feeder junior high schools was drawn. Finally, for those junior high schools selected, a random sample of their feeder elementary schools was selected. The only additional constraint placed on the junior high schools and elementary schools selected into the 1981-82 sample was that they also be PWT receiving schools. Lastly, the feeder schools were selected with probability proportional to the percentage of their students being sent to the school at the next grade level. That is, a junior high school's probability of selection was based on the percentage of its students which would be sent to the senior high school that had been selected into the PWT sample. This approach insured that the sample school had sizeable numbers of students from their feeder schools sampled at the lower grade levels.

A total sample of 44 PWT receiving schools was selected for the 1980-81 and 1981-82 study. There were 11 senior high schools, 15 junior high schools, and 18 elementary schools. The senior high schools were selected based on the percentage of PWT students in the school and the percentage of PWT students that were Black. Three of the selected elementary schools were closed by the District in 1982-83 due to their underenrollment. This reduced the 1982-83 elementary school sample to 15 and the total sample to 41 schools. The junior and senior high school sample size remained the same as in the previous years. The matrix for the senior high school sample is presented in Table II-6. The junior high schools and elementary schools sampling matrix contained variations along these same dimensions.

Teacher and school staff samples were also selected using a stratified random sampling at the target grade levels, as described in the previous section. It is proposed that the PWT sample identified, using the procedures described in the preceding section, be continued for the 1982-83 study.

Table II-6
Sampling Matrix for PWT Receiving Senior High Schools
PWT Ethnic Enrollment

Percent of Receiving School Enrollment that is PWT		Percent of PWT Enrollment 70% or more Black		Percent of PWT Enrollment 20% or more Hispanic and less than 70% Black		Percent of PWT Enrollment 20% or more Asian and less than 70% Black	
Percent	No. Schools	No. Schools	No. Schools in Sample	No. Schools	No. Schools in Sample	No. Schools	No. Schools in Sample
0-10	4	4	2				
11-20	11	9	2	2	2		
21-30	4	2	2	1	1	1	1
31-40	1	1	1				
Total	20	16	7	3	3	1	1

Continued Integration Programs (CIP)

The treatment of the schools involved in the CIP largely paralleled that employed for the other Voluntary Integration programs. A sample of 23 schools was selected for participation in the 1981-82 and 1982-83 study. Selection of these schools was performed through stratified random sampling using three stratification dimensions: grade levels (elementary and junior high schools), participation in the CVP program, and a measure of program intensity. The latter factor was regarded as particularly important, since services, particularly those low in intensity, would be difficult to accurately gauge and investigate. Measurement of intensity level was based on the number of student participants, with "high" intensity programs having at least fifty participants in the CVP program, "medium" intensity having 30 to 49 participants, and "low" intensity having less than thirty participants. All elementary schools that participated in both PWT and CVP programs were excluded from this sample so that potential confounding of the two programs would be eliminated. A random sample of six elementary schools from each intensity category (see Table II-7) was selected for study. All five participating junior high schools were included in the study. Three of the selected junior high and three elementary schools were dropped from the 1982-83 study due to low CVP student enrollment, resulting in a sample of 17 schools.

Instrumentation

Specifications for instrumentation were guided by the evaluation issues developed and presented earlier in Table II-2 and by instrumentation specifications developed for the 1981-82 study. Each issue was examined by the Team and the variables, measures, and data sources required to address each issue were refined as appropriate. The result of this process is summarized in Table II-8.

These specifications require a number of separate instruments as listed below:

- Abstracts: Application Data
  Enrollment Data
- Site Administrator Questionnaire
- Teacher Questionnaire
- College Advisor Questionnaire
- Student Post-Secondary Expectation Questionnaire
- Social Interaction Observation Form
- Published measures for students:
  - Comprehensive Tests of Basic Skills (CTBS)
  - Survey of Essential Skills (SES)
  - District Competency Tests
  - School Attitude Measure (SAM)

Table II-7
CVP Elementary School Sample

Number of CVP Participants	CVP Schools	CVP Schools in Sample	Combined PWT and CVP Schools (Excluded from Sample)
Less than 30	14	6	30
30-49	11	6	8
Greater than 50	7	6	9

The abstracts will provide information on the characteristics of students drawn to the programs and the extent to which the selection mechanisms yield desegregated environments. Separate abstracts will be completed for each program, however, the variables on which data are collected will be parallel.

Questionnaires for site administrators, teachers, and college advisors will provide data on policies and practices related to desegregration/integration, in general, and to specific areas of concern, such as college/career advising. While the wording needs to be altered somewhat across programs, questionnaires for site administrators, teachers, and college advisors will be kept parallel across programs to the extent possible.

The remaining instruments will be used to assess student outcomes. Achievement outcomes will be measured by instruments currently in use as part of the District's regular testing program: the Comprehensive Tests of Basic Skills (CTBS), the Survey of Essential Skills (SES), and District competency tests (SHARP, TOPIC, and WRITE:SR). Student attitudes toward school will be assessed using the School Attitude Measure (SAM) used for the past two years. Post-secondary opportunities will be assessed using a questionnaire for students eligibility and expectations used during 1981-82. Finally, the Social Interaction Observation Form used with success for the past two years will be used as a measure of quantity and quality of intergroup interaction.

Data Collection

Data collection will be managed by the LAUSD Research and Evaluation Branch staff. These activities will be conducted from December through June, as summarized on the schedule presented in Table II-9.

Data collection will involve the following tasks:

- compietion of abstract forms
- start-up tasks involving notification of sample schools and preparation for data collecting
- distribution, collection, and quality control of Site Administrator, Teacher, College Advisor, Student Post-Secondary Expectation questionnaires
- completion of observations at each sample school for each specified setting on two separate days
- distribution, training, collection, and quality control of School Attitude Measure administration
- collection of school-level (by grade) summaries of CTBS and SES scores and competency test results

Table II-8
Voluntary Integration Programs: Instrumentation Specifications

Evaluation Issues Addressed	Variables	Measures	Data Source
A. Process Evaluation			
1. Mechanism(s)			
a. What changes have been made in mechanisms for explaining program options to parents and students during 1982-83?	Content and media of program information dissemination	District Documents Questionnaire	District and school administrators
b. What are the characteristics of students chosen to participate?	Race/ethnicity Sex Grade level	Abstract	District documents
c. Do program mechanisms result in students being enrolled in desegregated schools?	Race/ethnicity Sex Grade level	Abstract	District documents
2. Integration/Desegregation			
a. How do policies and procedures inhibit or contribute to integration?	Administrative policies/procedures Classroom practices Extra-classroom practices	Questionnaire Interview	District Administrators Site Aministrators Teachers
b. What types of services are delivered as part of the program?	Nature of services Intensity Duration	Questionnaire Interview	District Administrators Site Administrators Teachers
c. What are the perceptions and attitudes of school personnel toward the program?	Attitudes towards program	Questionnaire Interview	Site Administrators Teachers

Table II-8 (continued)
Voluntary Integration Programs: Instrumentation Specifications

Evaluation Issues Addressed	Variables	Measures	Data Source
d. What additional arrangements have been undertaken during 1982-83 to address particular areas of concern?	Areas of concern Action undertaken	Questionnaire	Site Administrators Teachers
3. School Program			
a. What efforts are made to encourage incorporation of transfer students into the regular school program?	Administrative policies/procedures Classroom practices	Questionnaire	Site Administrators Teachers
b. What actions are taken to accommodate the needs of program participants?	Administrative policies/procedures Classroom practices	Questionnaire	Site Administrators Teachers
B. Outcome Evaluation			
1. What progress appears to have been made in reducing the harms set forth in the Crawford decision?			
a. Achievement	Basic skills (reading and math)	SES, CTBS	Students
b. Attitudes	Student attitudes	SAM	Students
c. Post-secondary opportunities	Academic preparation Post-secondary eligibility Post-secondary expectation	Competency tests Questionnaire Questionnaire	Students Students Students
d. Social behavior of students toward other ethnic groups	Student intergroup relations	Observation form	Schools

Table II-9
1982-83 Data Collection Schedule for
Voluntary Integration Programs

Task	Timeline					
	Dec.	Jan.	Feb.	March	April	May June
Complete abstracts of archival data	Dec.- Jan.					May -June
Prepare introductory letters to region superintendents	Dec.					
Order SAM materials	Dec.					
Prepare mailing labels and other ancillary data collection materials	Dec.					
Schedule sites for observation		Jan.				
Train observers		Jan.				
Send introductory letters to region superintendents and principals of sampled schools		Jan.				
Distribute and collect site Administrator, Teacher, and College Advisor Questionnaires			Mid-Feb. thru March			
Conduct observations			Feb.- March			
Administer SAM and Post-Secondary Expectation Questionnaire					April	
Maintain quality control of the administration of the questionnaires and SAM and prepare for keypunching					April	
Collect District summaries of achievement data						May -June

Analysis

The analysis of information collected during the evaluation of each program will produce summary indicators of the degree to which each program has been implemented to meet its specified purpose. Additionally, the analysis will examine indications of the extents to which progress has been made in reducing the Court-identified harms. It is anticipated that separate but parallel analyses will be performed for the four programs.

The nature of the analyses will be largely descriptive with a heavy reliance on frequencies, cross-tabulations, and measures of central tendency and dispersion. Meaures of association such as correlation will be used to help identify factors that are related to program success. Where appropriate, comparisons employing techniques such as t-tests or analysis of variance will be used to contrast different programmatic features.

Examination of program outcomes, generally, requires the identification of appropriate benchmarks against which the performance of program participants is compared. In the case of Voluntary Integration programs, potential conclusions about program outcomes are already tentative due to: the voluntary nature of the programs; the recent establishment of some programs; and recent innovations in some of the more established programs. Thus, given the potential misuses of program and comparison outcome data, only a limited set of comparisons is planned.

In examining achievement and attitude outcomes, the performance of program participants will be compared to that of program cohorts studied in the previous year, to District averages, and to national percentile ranks. These comparisons will provide a measure of change over time as well as indications of relative overall standing of program participants.

Results depicting post-secondary opportunities and intergroup interaction will be compared to those obtained in previous years since the measures used were designed, specifically, for this study; and the Team is primarily interested in examining trends over time.

In the reporting of results, every effort will be made to provide concise and readily understandable statements of the findings. Charts, graphs, and other figures to help convey the analytic results will be used. The Team believes that this approach is consistent with the audiences to be served by these reports.

Chapter III
Methodology: Year-Round Schools

Purposes and Issues

The plan for the evaluation of the Year-Round Schools (YRS) program for 1982-83 derives from policy issues of interest to the LAUSD related to the operation and effects of YRS. Thus, as with the Voluntary Integration programs, our efforts will emphasize evaluating the processes or actions undertaken by LAUSD and what has been accomplished, or the outcomes of the YRS effort. In some ways, YRS presents a unique evaluation problem. On the one hand, the YRS program may be characterized as an administrative response to an administrative problem: finding places for children in school settings conducive to learning. The YRS response represents an attempt, within legal and financial constraints, to use buildings more economically by raising the total capacity of the school through changes in the schedule to accommodate a greater number of students. YRS could conceivably employ the same instructional program as schools on more traditional calendars. Therefore, the YRS option may appear to be a management tool rather than an educational program. Yet, it is undeniable that the year-round or any other schedule exists primarily as a mechanism to contribute to the learning of students. While as a matter of emphasis, YRS should be judged according to how its processes work in relieving the harms of overcrowding, the impact of the experience on students, school personnel, and the community must also be addressed. These outcomes are important so the LAUSD can adapt, as necessary, its policies and practices.

For this evaluation plan, the Evaluation Planning Team was assisted by discussions held with region superintendents, ~~parents~~, school personnel, and LAUSD staff in Fall, 1982.[1] The Team has adapted questions for inquiry based upon preliminary findings of the 1980-81 and 1981-82 studies. Information from these various sources has been reviewed and has resulted in some modification of our original study design. We are emphasizing good

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[1] Interviews were conducted as part of a study of YRS Concept-Six schedule.

descriptive information about the operation of YRS, the actions undertaken by LAUSD to meet school needs, and the progress of the effort as a whole. In the area of processes, the Team will study differences between YRS and comparable schools in an effort to determine similarities and differences. An instructional sub-study will be conducted to compare the instructional program in Year-Round Schools and similiar non-Year-Round Schools.

Because of concerns with the reliability of the findings and the adequacy of the data collected in a survey of YRS parents this year's study will devote attention to understanding more fully parental concerns through a special sub-study.

In the analysis of the outcomes of the YRS program, this year's study will focus on areas identified in the Crawford case: 1) academic achievement; 2) student attitudes; and 3) post-secondary opportunities. Clearly, an important study question involves whether the YRS program actually reduce overcrowded educational conditions. Although our previous data show that year-round scheduling does reduce overcrowding, we will continue to monitor this issue.

The above analyses have resulted in the plan herein presented to guide the evaluation study of YRS for 1982-83. The questions underlying the data collection and analyses proposed are presented in Figure III-1. These questions may be placed into three major categories: 1) Do the YRS mechanisms operate to reduce overcrowding? 2) What is the context in which the program operates? 3) How can school level YRS processes and effects be understood?

In order to answer these questions, the Team will supervise the collection of data from school personnel, including principals and teachers, and students. As in the study of the Voluntary Integration programs, we intend to employ a multilevel approach to data collection, in order to conserve resources, as well as to enrich our understanding of the obtained information. Data will be collected at four levels: 1) census of YRS population to determine school enrollments and demographic characteristics of students; 2) survey sample of school personnel; 3) outcome and observation data for students in YRS and matched comparison schools; and 4) interview data to obtain community views on the YRS program, including needs remaining for attention.

Figure III-1
Evaluation Approach: Year-Round Schools

Program Purpose

To relieve overcrowding without educational disadvantage to the Year-Round School students or adverse reactions by their parents.

Evaluation Questions

Overcrowding

1. How successful have participating schools been in relieving overcrowding?

Program Process

2. What are the opinions of teachers and administrators about the advantages and disadvantages of Year-Round Schools?

3. What are the instructional practices at Year-Round Schools?

4. What are the attitudes of parents of participating students toward Year-Round Schools?

Program Outcomes

5. What progress appears to have been made in reducing the harms set forth in the Crawford decision?

   a. What are the achievement levels of Year-Round Schools students?

   b. What are the attitudes and behaviors of Year-Round Schools students?

   c. What are the post-secondary opportunities for Year-Round Schools students?

Sampling

The original sampling plan developed for the study during 1981-82 involved 40 schools selected to represent a range of grade configurations and different YRS schedules operating in the Year-Round Schools program. Five different grade configurations were involved: K-5, K-6, 6-8, 7-9, and 9-12. In our 1980-81 study, we also compared the effects of schedule, e.g., 45/15, 90/30, but no differences were found in our data analysis. Consequently, in 1981-82, we chose to compare schools that had prior YRS participation with schools new to the program in 1981-82. The logic of using that sampling plan was that it could provide data on administrative changes made by LAUSD based upon feedback from 1980-81 data. It is our plan to maintain the same sample during this year's study. However, a schedule change was made for the 1982-83 school year involving three elementary schools and five junior high schools. Last year's study highlighted the problem caused when schools in the same neighborhood differed in schedule. Not only were families inconvenienced by multiple patterns of attendance and vacation, but schools had difficulty in communication among themselves. For this reason, a number of schools were placed on the Concept-Six schedule this year (a schedule used exclusively by senior high schools in 1982) so that all schools within a region would be on the same schedule. Concept-Six operates to permit 50% more children than capacity (by alternatively including two of three groups in session at a time). Thus, moving to Concept-Six administratively allows the most capacity for a given site in the light of available options. Figure III-2 presents a picture of the distribution of the 1981-82 sample schools by grade configuration and schedule at the start of the 1982-83 study.

The sampling plan for the 1982-83 study calls for the maintenance of the 1981-82 sample. (A detailed description of the selection of the original 1981-82 sample is presented in the next section.)

Selection of Year-Round Schools for 1981-82 Study. During the 1981-82 school year, 90 schools operated on a year-round basis; of these, 87 were considered for inclusion in this study.[1] The schools considered differed with respect to grade level configuration, type of schedule, and

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[1] The three Continuation schools on a YRS schedule were not considered for study because of their unique educational purpose.

Figure III-2
Year-Round Schools Sampling Plan

School Config. 1982-83	YRS Prior to 1981				New to YRS in 1981-82			
	Schedule 1982-83				Schedule 1982-83			
	45/15	90/30	Modified Concept-Six	Concept-Six	45/15	90/30	Modified Concept-Six	Concept-Six
K-5	6	-	1	2	-	-	-	-
K-6	5	-	-	-	12	-	-	-
6-8	-	1	-	4	-	-	-	-
7-9	-	1	-	-	-	3	-	1
9-12	-	-	-	-	-	-	-	4

recency as a YRS. Five grade level configurations existed during 1981-82: K-5, K-6, 6-8, 7-9, and 9-12.[1] Three different schedules existed: 45/15 (45 days in school, 15 days out of school), 90/30 (90 days in school, 30 days out of school), and Concept-Six (163 days, 390 minutes in length, contrasted to 176 days, 360 minutes in length, with the traditional calendar). Concept-Six involves three different tracks and the 45/15 and 90/30 schedules involve four separate tracks at each school. Forty-one of the 87 schools were new to the YRS program in 1981-82. Thus, a contrast between the two groups was planned with respect to length of participation prior to 1981-82 and new in 1981-82.

The three dimensions above combined to categorize the 87 schools as shown in Table III-1. In addition to the three dimensions shown in this table, a fourth dimension, grade level configuration during 1980-81 was also necessary to specify completely all the relevant variations because eight schools had changed grade level configurations since the previous year. Specifically, six schools that were configured as K-6 in 1980-81 operated with grades K-5 in 1981-82, and two schools that had grades 7-9 in 1980-81 operated with grades 6-8 in 1981-82. Thus, the complete sampling matrix is composed of four factors: grade level configuration during 1981-82, grade level configuration during 1980-81, length of YRS participation, and type of schedule.

The final sampling strategy was shaped by two additional considerations. First, our analyses in 1980-81 indicated that the type of schedule did not result in important differences in student performance. Therefore, we decided to relax this dimension for sampling purposes by selecting schools with the predominant schedule when grade level configuration was held constant. Second, the year-round elementary schools included in the PHBAO testing sample were eliminated from inclusion in our sample.[2] A total

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[1] Modified Concept-Six schedules and one experimental 60/20 schedule were not used as schedule types for stratification.

[2] An evaluation of the PHBAO (predominantly Hispanic, Black, Asian, and Other non-Anglo) programs was being conducted concurrently during this period.

of sixteen schools fell into this category. These considerations led to a sampling strategy which eliminated two cells from the matrix. These cells are indicated in Table III-1.

The total sample of 40 schools was thus allocated to the remaining sampling cells. The allocation was designed to achieve uniform sample representation within the constraints of the population distribution. The sample size for each cell has been indicated in Table III-1. Selection of schools within a cell was accomplished through a random sampling procedure within each defined category.

Selection of Year-Round Schools for 1982-83 Study. As mentioned previously, it was decided to include the same schools for the 1981-82 study in the 1982-83 study. This decision assured continuity and comparability of data over the two-year period. The resultant sample of schools were distributed across geographical areas and included all currently operating grade level configurations and schedules. (Table III-2 presents a complete breakdown of the sample schools in terms of the sampling dimensions.) However, as was noted above, eight schools were operating on a new schedule during the 1982-83 year. This change was not viewed as critical to the planned analyses, as this type of schedule was found not to influence the outcome areas addressed by this study.

Selection of Respondents Within Year-Round Schools. We identified five types of respondents that were needed to provide the information implied by our evaluation questions: principals, YRS coordinators, teachers, students, and parents.

The Team plans to include the principal and the YRS coordinator at each sampled school as respondents. However, a sampling of teachers, students, and parents will be used as respondents because of time and resource constraints. All students and teachers within four grades (5, 6, 8, and 12) are targeted for study because they provide variation over grade levels and representation of the ending grade of the most prevalent grade level configurations. A separate section describes the parent selection procedure.

Table III-1
1981-82 Year-Round Schools Sampling Plan

School Configuration 1981-82	YRS Prior to 1981 (N = 46)					New to YRS in 1981-82 (N = 41)					
	Schedule 1981-82					Schedule 1981-82					
	Total Number of Schools	45/15 Schools Number of Schools	45/15 Schools Number in Sample	90/30 Schools Number of Schools	90/30 Schools Number in Sample	45/15 Schools Number of Schools	45/15 Schools Number in Sample	90/30 Schools Number of Schools	90/30 Schools Number in Sample	Concept 6 Number of Schools	Concept 6 Number in Sample
K-5	(N = 21)	(17)	9	(3)*	0	(1)*	0				
K-6	(N = 52)	(20)	5			(29)	12	(3)	0		
6-8	(N = 5)			(5)	5						
7-9	(N = 5)			(1)	1			(4)	4		
9-12	(N = 4)									(4)	4
Total		**37**	**14**	**9**	**6**	**30**	**12**	**7**	**4**	**4**	**4**

*Year-Round elementary schools included in PHBAO testing sample, therefore not included in this sample.

Table III-2
1982-83 Year-Round Schools Sampling Plan

School Config. 1981-82	Total Number of Schools	YRS Prior to 1981 (N = 46) Schedule 1982-83				New to YRS in 1981-82 (N = 41) Schedule 1982-83							
		45/15 Schools		90/30 Schools		45/15 Schools		90/30 Schools		Concept 6		Modified Concept 6	
		Number of Schools	Number in Sample	Number of Schools	Number in Sample	Number of Schools	Number in Sample	Number of Schools	Number in Sample	Number of Schools	Number in Sample	Number of Schools	Number in Sample
K-5	(N = 21)	(14)	6	(3)*	0	(1)*	0			(2)	2	(1)	1
K-6	(N = 52)	(20)	5			(29)	12	(3)	0				
6-8	(N = 5)			(5)	1						4		
7-9	(N = 5)			(1)	1			(3)	3	(1)	1		
9-12	(N = 4)									(4)	4		
Total		**34**	**11**	**9**	**2**	**30**	**12**	**6**	**3**	**7**	**11**	**1**	**1**

*Year-Round elementary schools included in PHBAO testing sample, therefore not included in this sample.

Instrumentation

Specification for instrumentation were guided by the evaluation issues developed and presented earlier in Figure III-1 and by instrumentation specifications developed for the 1981-82 study. Each issue was examined by the Team and the variables, measures, and data sources required to address each issue were refined as appropriate. The result of this process is summarized in Table III-3.

These specifications require a number of instruments as listed below:

Abstracts (enrollment and school capacity data)
Site Administrator Questionnaire
Teacher Questionnaire
Student Post-Secondary Expectation Questionnaire
Published Measures for Students
- Comprehensive Tests of Basic Skills (CTBS)
- Survey of Essential Skills (SES)
- District Competency Tests
- School Attitude Measure (SAM)

Descriptions of these measures are presented in the report of the 1981-82 findings. Revisions will be made on the site administrator and teacher questionnaires to include questions more directly related to curriculum and instructional practices in YRS. The remaining items will not be altered unless specific minor wording changes are necessary. This consistency is desired so that the data may be comparable from year to year.

Sub-study Instrumentation. Consistent with our plan to intensify our evaluation during this year, Sub-study A will focus on classroom observations and interviews of school administrators and teachers about their current instructional practices.

The intent of the study is to determine whether YRS is inadvertently affecting curricular and instructional continuity and effectiveness. These instruments will address variables associated with studies of effective schools. The final draft of the observation schedule will be submitted to LAUSD for review prior to instituting observer training.

Table III-3
Instrumentation Specifications: YRS

Evaluation Questions	Variables	Data Source	Measurement Methods
Overcrowding			
1. How successful have participating schools been in relieving overcrowding?	School capacity Enrollment	District records	Roster
Program Process			
2. What are the opinions of teachers and administrators about the advantages and disadvantages of Year-Round Schools?	Preferences for different schedules (e.g., Sept.-June, 45/15, 90/30) Opinions about YRS features Perceptions of YRS impact on professional and personal responsibilities School climate Parental involvement	Teachers Principals YRS Coordinators	Survey
3. What instructional practices are used in Year-Round Schools (sub-study)?	School and classroom level indicators (leadership standards, direct instruction, curriculum, morale)	Teachers Principals	Observation Interview Inventory Questionnaires
4. What are the attitudes of parents of participating students toward Year-Round Schools (sub-study)?	YRS parents' attitudes	YRS parents of sampled students	Survey
Program Outcomes			
5. What progress appears to have been made in reducing harms set forth in the Crawford decision?			
5a. What are the achievement levels of YRS students?	Reading achievement Math achievement	Students	Achievment tests
5b. What are the attitudes and behaviors of YRS students toward school?	Attitudes toward school Vandalism Absenteeism Discipline	Students District records	Self-report measures Rosters
5c. What are the post-secondary opportunities for YRS students?	College entrance qualifications College plans	12th grade students	Self-report

A second effort, Sub-study B, will be conducted in connection with developing a better understanding of parental attitudes. It is anticipated that an interview schedule for parents and students will be developed and reviewed by LAUSD prior to its use.

Data Collection

Data collection will be managed by LAUSD Research and Evaluation Branch staff for all aspects of the study. (See Table III-4.) In those two cases, data will be collected by identified university personnel under the general supervision of the Evaluation Planning Team. LAUSD staff will assist in attaining access to necessary schools. A detailed plan for data collection will be submitted by the coordinators of the sub-studies for review by LAUSD. It is anticipated, however, that target grade levels will be the focus of these studies. In Sub-study A, for elementary schools, two classrooms at each school's ending grade (either 5 or 6) will be observed for reading and math instruction. At the junior high level, at eighth grade, two math and two English/reading classes will be observed at each school. The same plan will be used to observe the twelfth grade at the selected schools.

Data collection will involve the following tasks:

- completion of abstract forms
- start-up tasks involving notification of sample and preparation for data collecting
- distribution, collection, and quality control of Site Administrator, Teacher, and Student Post-Secondary Expectation Questionnaires
- completion of observations at each sample school for each specified setting on two separate days
- distribution, training, collection, and quality control of the School Attitude Measure and the Student Post-Secondary Expectation Questionnaire
- collection of school-level (by grade) summaries of CTBS SES scores and competency test results

Table III-4
1982-83 Data Collection Schedule for Year-Round Schools

Task	Timeline						
	Dec.	Jan.	Feb.	March	April	May	June
Complete abstracts of archival data	Dec. - Jan.					May-June	
Prepare introductory letters to region superintendents	Dec.						
Order SAM materials	Dec.						
Prepare mailing labels and other ancillary data collection materials	Dec.						
Send introductory letters to region superintendents and principals of sample schools	Jan.						
Distribute and collect Site Administrator, and Teacher Questionnaires			Mid-Feb. thru March				
Administer SAM and Post-Secondary Expectation Questionnaire			Feb.- March		April		
Maintain quality control and prepare questionnaires for key punching					April		
Collect District summaries of achievement data						May-June	

Analysis

The analyses of information will produce summary indicators of the degree to which the YRS program processes are successfully operating. Additionally, the outcome data will be analyzed for indications that progress has been made in reducing the harms identified in the Crawford decision. Separate but comparable analyses will be conducted for each of the outcome measures.

The nature of the analyses will be descriptive, with heavy reliance on frequencies, cross-tabulations, and measures of central tendency, and dispersion. Measures of association, such as correlation, will be used to help identify factors that are related to program success. We will be using school level data in most cases. Where appropriate, comparisons using techniques such as t-tests or analysis of variance will be used to contrast data on various program features.

A perplexing issue throughout the study has been the identification of comparison groups to assess YRS progress. In the past years, comparisons internal to the YRS program have been made, involving contrasting process and outcome data from schools new or with prior YRS experience. For outcome data, however, we intend to employ data from carefully matched non-YRS. These analyses should provide indications more sensitive than overall District averages or even geographic region averages. The problem with this approach, however, may be that the matching process is inexact. Only a limited number of variables could be used for matching purposes. We have selected school size, demographic information regarding ethnic composition, mobility, and socioeconomic status, and geography. Clearly other variables could be considered, such as average number of years of teaching experience for staff. Yet, each additional variable reduces the likelihood of finding a match, and no complete set of matching variables could be used in any case. Thus, any effort at matching will be incomplete, and schools similar on known factors may differ widely on unmatched variables, e.g., length of tenure of principal. Thus, any inferences from these data must be cautiously made and serve to provide, at best, support for hypotheses developed from other data sources. The primary purpose of the matched group is to permit comparisons to be made in a sub-study of instructional process. It is for this reason that we are not planning to summarize data from non-year-round schools. Rather, on

a pair-by-pair of matched schools basis, we will examine the patterns to determine if there are any consistencies. For achievement and attitude data, we will have available, SES, CTBS and SAM 1982-83 results as well as scores from prior years. For post-secondary opportunities, comparison of data will be made only across time.

Because the potential for misunderstanding complex and quantitative information is high, we will plan to use clear, concise language, and simple graphic presentations to assist in understanding. Our conclusions, in any case, will be made on a probabilistic basis. The Team believes that careful explanation and clear presentation will serve the audiences for this report.